Journal of Research Administration
Society of Research Administrators International

IMPACT OF FAMILY AND SCHOOL MANAGEMENT ON THE CREATIVITY OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

It is difficult to imagine a world without technology because advances have changed the world so profoundly. Given that humans are co-creators of the universe, the advancement of technology across all fields is a credit to man's inventiveness. The environment, which includes the cognitive, emotional, and psychomotor domains, has a significant impact on a person's academic achievement. An attempt has been made in the present investigation to analyze the impact of Socio--demographic factors like family structure and the School Management on the development of Creative thinking abilities among the students. **Aim:** Impact of Family and School Management on the Creative thinking abilities of Secondary School Students. **Objective:** To assess the influence of the demographic variables like family structure and School Mangement on the verbal and non-verbal creativity of secondary school students. **Sample:** The sample of the present study consists of 600 Secondary school students in the erstwhile Warangal district of Telangana state. **Tools**: Verbal Test of Creative Abilities and Non-verbal Test of Creative Abilities developed and standardized by Baqer Mehdi (2019) were adopted for the study **Conclusion:** Results revealed that students form joint and nuclear families, Government and Private institutions, differed significantly with respect to their creativity.

Key Words: Socio Demographic variables, Secondary School Students, Verbal creativity and Non-verbal Creativity.

INTRODUCTION

The capacity for original thought, problem-solving, and engaging in novel, distinct, or unusual mental and physical experiences are all examples of creativity. An essential component of a person's ideas and thinking is creativity. The ability to use one's imagination to come up with new concepts, form fresh connections, and identify fresh approaches to communication problems or alternate forms of self-entertainment is known as creativity.

It is a method as well as a finished good.

A) Verbal Creativity: The capacity for original thought that can be articulated verbally through words, phrases, or sentences.

B) Non-Verbal Creativity: The scientific and mathematical aptitudes that result from a combination of psychological and physiological traits that may endow people with an inventive and creative spirit.

i) Fluency: The capacity to generate a large number of thoughts. It is a metric for the frequency of concepts inside a class or category that are related and similar.

ii)Flexibility: The capacity to react to a given stimuli in various ways. It is possible to group the responses into various classes.

iii) Originality: Capacity to react in a special way. For a given stimuli, only 3-5% of respondents exhibit this rarest skill.

iv) Elaboration: The capacity to use words, phrases, sentences, or images to clarify, elucidate the relationships, and create original discourses. A person's capacity to express themselves creatively is demonstrated by their distinct style.

Every child is born with a hidden talent and a set of abilities which could be fostered, trained, and conditioned by the figures of authority, the parents. Many factors in the surrounding environment of the child influences the creative thinking abilities of the child. Socio- Demographic variables like gender, class of study, locality, family structure and school Management play a significant role on behavioural aspects of the child besides the maintenance of physical and mental health and well-beingwhich inturn influence the divergent thinking abilities of the children.

1. School Management: The physical facilities, teacher orientation, child welfare programs, extracurricular activities, peer learning opportunities, teaching-learning strategies, learning experiences, physical and mental health promoters, health examinations, and other elements that make up the overall school environment are all influenced by school management. In order to determine and distinguish their respective roles and influences, if any, on creativity, both government and private schools were chosen for the study.

2. Family Structure: Depending on the sort of family, there will be differences in the size, relationships within the family, support, and resources for learning. A child raised in a mixed family has the opportunity to acquire life skills, moral values, and social values such as cooperation, adjustment, and assisting others. This might broaden his field of knowledge, which would allow for more creative thinking. In contrast, a child in a nuclear family lives with his or her close relatives and enjoys greater conveniences, luxury, and provisions; yet, the youngster will also be overprotected and expected to comply with the parents' wishes most of the time. As a result, there are differences between joint and nuclear families' parenting styles and living spaces, which may have an impact on the children's capacity for diverse thought.

REVIEW OF LITERATURE

Meetei N, Rohen, and Chandra Sathish's (2012) study on ‘A Comparative Study of Scientific Creativity of Secondary Level Students of Morina’ was taken up to make a comparison of scientific creativity of Class VIII students studying in Government and Private Schools of Morena city of Madhya Pradesh state. The sample consisted of 120 students from both the schools selected employing random sampling techniques and used a standardized “Verbal Test of Scientific

Creativity (VTSC) developed by Dr. V. P. Sharma & Dr. J.P. Shukla for data collection". "The findings of the study were: (1) there was no significant difference between boys and girls of government and private schools in their scientific creativity, respectively". (2) "There was a significant difference between boys in government and private schools". (3) "There was a significant difference between the girls of government and private schools as well as overall boys and girls over their scientific creativity". Thus it was proven that neither the gender nor the management of schools will influence the Scientific creativity of the children.

Maud Besançon, Fabien Fenouillet, Rebecca Shankland (2016) 'Influence of school environment on adolescents' creative potential, motivation and well being" assumed that each individual has the potential to be creative and the three different factors like cognitive, conative and Environmental influence the Creativity actualization. They hypothesized that creativity is linked to mental well-being and motivation; the type of pedagogy adopted influences the levels of creativity through motivation and well-being. The study was conducted on French adolescents attending the Waldorf school or traditional school. The results highlighted the difference between the well-being and motivation levels of the students in relation to the educational pedagogy adopted. They also found a significant correlation between motivation and levels of creativity indicating that motivation provided by teachers plays a vital role in enhancing the creative abilities among adolescents.

OBJECTIVES

1. To assess the verbal and non-verbal creative abilities of secondary school students with respect to School Management (government and private) and Family Structure(Joint and Nuclear).
2. To evaluate the differences in the creativity (verbal and non-verbal) of secondary school students in relation to their Family structure (Joint and Nuclear) and School Management(Government and Private).

HYPOTHESES

1. There exists no significant difference between the students form Joint and Nuclear Families in the estimation of Verbal and Non Verbal components with respect to Total Creativity among secondary school students.

2. There exists no significant difference between the students form Private and Government in the estimation of Verbal and Non Verbal components with respect to Total Creativity among secondary school students.

METHODOLOGY

Sample

The sample of the present study consists of 600 high school students in erstwhile Warangal district (New Districts i.e., Warangal Urban, Warangal Rural, Janagoan, Mulugu, Jayashankar Bhupalapally, and Mahabubabad) of Telangana state. The subjects were in the age group of 14-16 years selected and using the purposive random sampling method.

VARIABLES STUDIED

INDEPENDENT VARIABLES	DEPENDENT VARIABLES
Family Structure (Joint vs Nuclear)	Verbal Creativity
School Management (Government Vs Private)	Non-Verbal Creativity

TOOLS

1. Assessment of Creativity: The creativity test standardized by Baqer Mehdi (2019) was used in the study. It consisted of 10 subtests. Seven of them were verbal tests. This scale has three dimensions.

Fluency: A fluency score was obtained by totaling the number of relevant responses given by the subject.

Flexibility: A flexibility score was obtained by categorizing the responses into as many discrete classifications as suggest themselves.

Originality: The most unusual and rare answers given by the least percentage of the sample are scored for the originality as directed in the manual.

STATISTICAL ANALYSIS

The obtained data were subjected to statistical analysis employing the Measures of Central Tendencies calculating the Means and SDs besides the Inferential statistical techniques like 't-tests and F Tests were used to establish the significant difference between the selected variables of study. The t-values and p-values are used to determine the significant relationships.

Graphical representation has also been used to illustrate the relationships and significant differences between the variables and the creativity.

RESULTS AND DISCUSSION The data collected has been organized, tabulated, analyzed and interpreted for all the five sociodemographic factors as follows.

I) SCHOOL MANAGEMENT VS VERBAL AND NON-VERBAL CREATIVITY

The responses of students studying in Government and Private School managements were scored for their creativity. The Means , SDs and t-values were also calculated to find the significant differences between them in relation to creativity as follows.

Hypothesis 1: "There exists no significant difference between the Government Schools and Private schools with respect to the Creativity (Verbal & Non-verbal) of Secondary School students."

Table 1.0: Showing Means, SD's, t-values, and p- values for the Total Creativity Scores (Verbal and Non-Verbal) of students from Government and Private Schools.

Variables	School Management	N	Mean	SD	t-value	p–value
Verbal Creativity	Government	385	140.03	25.34	2.65	0.0083
	Private	215	151.28	22.04		
Non- Verbal Creativity	Government	385	75.82	15.50	3.20	0.0014
	Private	215	80.37	16.39		
Total Creativity	Government	385	215.85	20.83	8.49	0.0000
	Private	215	231.65	26.31		

Significant t-values of 2.65, 3.20, and 8.49 reveal (Table 4.32) and the obtained p-values that are less than 0.05 level of significance, indicated that there are significant differences between the students of Government and Private Management schools with regard to their creativity (verbal & non-verbal). As a result, the null hypothesis, which stated that there is no significant difference between the Government and Private secondary school students in verbal and non-verbal Creativity is rejected by the results. It has been proven that when compared with mean scores, Private school students have better creative abilities (verbal and non-verbal) than Government school students.

V) FAMILY STRUCTURE VS VERBAL AND NON-VERBAL CREATIVITY

The responses of students based on the family structure they belong to (Joint and Nuclear) were scored for their creativity separately. The Means, SDs and t-values were computed to find the significant differences between them with respect to creativity.

Hypothesis 2: "There exists no significant difference between the Secondary school Students hailing from Joint and Nuclear families with respect to Creativity (Verbal and Non-Verbal Creative Thinking Abilities."

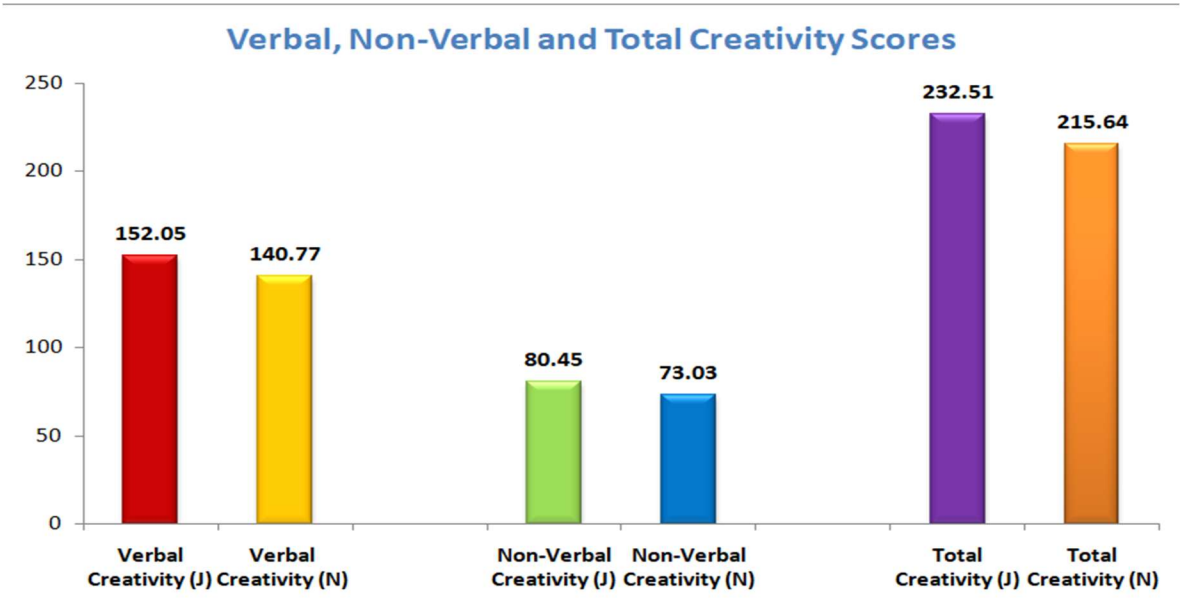
Table 8.0: shows Means, SDs. t-values, and p-values for the Total Creativity Scores (Verbal and Non-Verbal) of Secondary School Students from Joint Families and Nuclear Families.

variables	Family Structure	N	Mean	SD	t-value	p-value
Verbal Creativity	Joint family	196	152.05	29.29	4.63	0.0000
	Nuclear	404	140.77	25.71		
Non-Verbal Creativity	Joint Family	196	80.45	16.69	3.18	0.0015
	Nuclear	404	73.03	15.45		
Total Creativity	Joint Family	196	232.51	21.54	7.90	0.0000
	Nuclear	404	215.64	25.80		

As depicted in the table, the obtained 't' values of 4.63, 3.18, and 7.90 for Verbal, Non-Verbal and Total Creativity for the secondary school students from Joint and Nuclear families respectively are found to be significant at 0.01 level. Also, the obtained p-values that are less than 0.05 level of significance indicated that there had been significant differences between students from joint and nuclear families with regard to their creativity among secondary school students.

Thus the null hypothesis is rejected as the family type has a significant impact on the Creative thinking abilities of the students. It is concluded that students from Joint families were better in their Creative thinking abilities (verbal and non-verbal) than the students from Nuclear families.

Fig 1.0: Showing the Verbal, Non-Verbal, and Total Creativity mean scores obtained by different groups of samples (all the variables) of Secondary School students based on type of family - Joint(J) and Nuclear(N).



CONCLUSIONS

1. School management has a significant relationship with the creativity of secondary school students. Students of private schools with the provision of good facilities, cognitive encouragement, and creative stimulation were found more creative than the students of government schools with limited facilities. 16. The family structure has a significant influence on the creativity of secondary school students. Students from joint families were found to be more creative than the students from nuclear families. Joint families provide many experiences, more freedom, and high emotional and social security with good family relations compared to nuclear families with much over protectiveness and less permissiveness. Thus, in spite of more encouragement, acceptance, and good nurturance, the students lack freedom in nuclear families and are always prone to live according to the expectations of parents (more controlled) which hampers their imagination and creative thinking abilities.
2. The family structure has a significant influence on the creativity of secondary school students. It was discovered that pupils from joint households exhibited greater creativity compared to those from nuclear homes. Compared to nuclear families, which tend to be far more permissive and protective, joint families offer a greater variety of experiences, greater flexibility, and high emotional and social security along with positive family dynamics. Because of this, students in nuclear families lack freedom and are more likely to live up to their parents' expectations, which can be more constrained, even in the face of greater encouragement, acceptance, and good nurturing. This limits their capacity for creativity and inventiveness.

EDUCATIONAL IMPLICATIONS

Innovations stem from creativity, and inventions drive the growth of human civilization through science. Innovation is essential to human progress. It is the duty of the educational sector to establish a conducive environment for creativity as well as to offer a creative platform for its recognition. Some of the major educational implications of the present study, a comprehensive study of creativity and school environment are as follows.

- Creativity, a major objective of science teaching and the predictor of future performance, may be cultivated and developed to a greater extent among secondary school students.
- It is vital for the government management to accumulate the resources involving the community, find alternative means to compensate and support the children in all the required ways to foster their innate hidden talent i.e, creativity.
- A joint family has a positive impact on creativity. It has low control with high social and moral vague inculcation. In Nuclear families, control and over-protectiveness are being encouraged to suppress the free expression and imagination abilities of secondary school students. Thus, parental awareness is to be created to change their roles and behaviors to foster the imagination ability of the students which could lead to divergent thinking abilities making them be unique personalities in the world..

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