

A Study of Relationship between Creative Thinking and Socio-Economic Status among Hindu Males and Females

Ms. Bhawna¹, Dr. Shalini Pandey²

¹Research Scholar, SOS in Life Long Education Extension and Social Work, Jiwaji University Gwalior, M.P.

²Principal, Uday Education College, Pachera (Gormi) Bhind M.P

ABSTRACT

The goal of NEP-2020 is holistic development of each and every child. A teacher can play an important role to achieve this goal by enhancing the capabilities and capacities of a child by knowing his/her creative potential. The present study tries to find the relationship between creative thinking and socio-economic status among Hindu secondary students. This study was conducted on a sample of 222 Hindu secondary students. The survey method was used in this study. The sample was chosen by employing random sampling. Data is collected by using two tools viz. (i) Dr. K.N. Sharma (2005), Divergent Production Abilities (DPA), (ii) Upadhyay Saxena (2008), Socio-Economic Status Scale. Data is analyzed using descriptive statistics mean, correlation and t test. It is found that there is no significant correlation between creative thinking and socio-economic status of Hindu students. Also there is no significant difference in creative thinking of Hindu males and females, and in SES also. The present study finds that there is no effect of socio-economic status on creative thinking.

Keyword : Creative thinking, Socio-economic status (SES), Secondary students.

INTRODUCTION

The progress of any Nation depends on its children's development. The NEP-2020 emphasizes on the holistic development of child. The holistic development of a child means the development of intellectual, cognitive, creative social skills in him/her which enable him/her to live a successful life. Every child born in different family environment. His/Her family environment, tradition and socio-cultural factors play an important role in his/her development. Heredity and environment also play a very significant role in development of his/her abilities, capacities, ideas and concepts.

Creativity is the process of developing original, novel and yet appropriate response to a problem. It is the ability to generate ideas or products with novelty and usefulness (Mumford, 2003; Plucker et al., 2004). According to Guilford (1967), the divergent thinking (DT) is the core of creativity and it can be used to assess the creativity. In other words, we can also say that creativity is the ability of an individual to create, discover or produce a novel or new idea, including the reshaping of what is already known. The main dimensions of creativity are originality, flexibility, fluency and elaboration. Creativity contributes substantially not only in the individual's life but may bring a change in the related fields. The creativity of an individual may be assessed by his/her designing, imagination, thinking and developing new ideas etc. ability. However, his/her expression depends on the level of exposure to stimulating conditions of the new world.

The most common factor which can influence the creative thinking is Socio-economic status (SES). Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's family economic and social position in relation to another. We can also say that SES is the social standing or class of an individual or group. It is usually measured as a combination of education, income, occupation, mode of transport, and belonging etc. SES is broadly classified into three level viz high, middle and low. The level of exposure to the external environment depends on the socio-economic status of the individual to a large extent.

Sorokin, and many others attributes artistic creation to the socio-dynamics of different historical eras. The significance of socio-cultural influence is so pronounced that Toynbee warned that potential creative ability can be stifled, stunted and

stultified by the prevalence in the society of adverse attributes of mind and habits or behavior. Remarkable work by Arieti and Simonton on socio-cultural influence on creativity has opened new avenues and provided many insightful directions.

Creativity is conceptualized as a social phenomenon, has been perceived differently in different historical eras and in various socio-cultural in the India. A given kind of creativity associated with a particular historical era. Many studies conducted abroad regarding the development of creative thinking by teaching and have answered positively. It is proved that a creative teacher prepares creative citizen thus it can be said that a person thinks as his environment and facilities available nourish his abilities. A child will think more creatively and put so many questions to his guide if he is given a chance to handle with strange things around him. On the other hand a child who has never been given a chance to do so, his/her creative thinking remains un-exhibited and un-sung.

Creativity is an important factor because it can enhance many social, economic and psychological activities. Through creativity, people can communicate globally, realize their passions and identify and create employment opportunities and produce innovative ideas before society. Creative ideas help in the rapid development of civilization and economic growth and help in finding talents worldwide, leading to a connected and informed society globally. Thus, it is essential to understand factors which enhance creative works to grasp better in solving future problems and innovate the existing ideas to their full potential. Renowned Scholars working in this field have tried to link up factors that influence creativity, and the most sought relationship is the link between an individual's creativity and socio-economic status.

Justification of the Study

The ultimate aim of education is the all-round development of child including creative potential of children by identifying and nourishing their innate abilities. This study aims to examine the relationship between creativity and socio-economic status among Hindu secondary students.

Children are the future of a nation so the development of a nation depends on the development of children which is also the goal of every Educational Policy. Every year new researches, innovations, facts, techniques, ideas, theories principles and knowledge etc. comes in the field of education. Any addition of this to existing knowledge helps to prepare a plan for future educational aims, objective and goal.

Creativity and socio-economic status of children plays a vital role in their development. The present study will help the teachers to identify the student's innate capacities. After identification teacher will make his or her teaching strategies such that teaching learning process can become effective and hence the capabilities among the children will be developed. A teacher can make students express their original ideas and expanding the horizon of their divergent thinking.

Today we are living in the age of machine learning and artificial intelligence. Machines are replacing the human gradually. The educationist argues that if our children are given opportunities to enhance their creative thinking irrespective of their social-economic status, they will be able to use these attributes to complement the application of artificial intelligence in work place. Machine never possess the creative thinking of which human are already capable. This study will open the new path of success for all children today and in future also. Hence the need of conducting this study '**A Study of Relationship between Creative Thinking and Socio-Economic Status among Hindu Males and Females**' is justified.

Objectives

The main objectives of the study are:

- (i) To examine the relationship between creative thinking and socio-economic status among Hindu Secondary students.
- (ii) To examine the relationship between creative thinking and socio-economic status among Hindu Male Secondary students.
- (iii) To examine the relationship between creative thinking and socio-economic status among Hindu Female Secondary students.
- (iv) To examine the difference in creative thinking between Hindu Male and Female Secondary students.
- (v) To examine the difference in socio-economic status between Hindu Male and Female Secondary students.

Hypotheses

To achieve the above objectives of the proposed study the following null hypotheses will be formulated and tested against suitable statistics:

- (i) There is no significant correlation between creative thinking and intelligence in Hindu Secondary students.
- (ii) There is no significant correlation between creative thinking and intelligence in Hindu Male Secondary students.

- (iii) There is no significant correlation between creative thinking and intelligence in Hindu Female Secondary students.
- (iv) There is no significant difference in creative thinking between Hindu Male and Female Secondary students.
- (v) There is no significant difference in socio-economic status between Hindu Male and Female Secondary students.

Population

The present study will be conducted in the Gwalior District, M.P.(INDIA). All students of secondary level will be considered as the population of the study,

Sample and Sampling Method

222 Hindu Students of secondary level comprise the sample of the present study. Among 222 Hindu students, 153 are females and 69 are males. Simple Random Sampling technique is employed to collect the sample.

Tools Used

- (i) Dr. K.N.Sharma (2005), Divergent Production Abilities (DPA) This battery of Divergent Production Abilities (DPA) consist of six tests for measurement of creativity through eight abilities of an individual such as word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous flexibility, adaptive flexibility, originality and elaboration. The reliability of different tests of this battery is: 0.67 for word production test (word fluency), 0.80 for uses of things (ideational fluency), 0.68 for similarities (associational fluency), 0.84 for sentence construction (expressional fluency), 0.85 for titles test (adaptive flexibility & originality) and 0.82 for solution or completion test (elaboration). The validity of this battery is given according to different production abilities (various aspects of creativity) such as 0.50 for word fluency, 0.43 for ideational fluency, 0.33 for associational fluency, 0.37 for expressional fluency, 0.39 for spontaneous flexibility, 0.48, for adaptive flexibility, 0.40 for originality and 0.44 for elaboration.
- (ii) Upadhyay-Saxena (2008), Socio- Economic Status Scale. This scale is used to measure the SES of students of both rural and urban areas. This scale consists of five parts, first part is related to personal information, second part to family information, third part to education, fourth part to income and fifth part is related to cultural and material possessions. This scale consists of 31 items. The reliability of this test is 0.83 and its validity is **0.78**.

Statistical Techniques

The methodology of research to be applied is non-experimental and survey based, in which a verbal creativity test and socioeconomic status scale, both standardized, are used to collect the data. Inferential and descriptive techniques are used to analyze the data and arriving at conclusion. Correlation Coefficient, t-test.

Hypothesis wise analysis

Hypothesis (i): There is no significant correlation between creative thinking and socioeconomic status in Hindu Secondary Students.

Table 1

N	df	Mean	S.D.	r	t	Interpretation
222	220	55.57	17.584	-0.001	-0.014	Not significant

The table 1 representing the value of coefficient of correlation and t-value for Hindu secondary students. The coefficient of correlation is found to be negative and very less, nearly equal to zero. The calculated t-value is -0.014 which lies between -2.59 and 2.59, the table value.

Therefore, the hypotheses **“There is no significant correlation between creative thinking and socio-economic status in Hindu Secondary Students”** is accepted.

Thus the correlation between creative thinking and intelligence is not significant at 0.01 level of significance. Hence it is concluded that the creative thinking of Hindu male secondary students is not related with their socio-economic status.

Hypothesis (ii): There is no significant correlation between creative thinking and socioeconomic status in Hindu Male Secondary Students.

Table 2

N	Mean	S.D.	r	t	Interpretation
69	53.77	19.65	-0.256	-2.167	Not Significant

From the table 2, it can be seen that the value of coefficient of correlation is -0.256 for Hindu male secondary students and the corresponding t value is -2.167. The calculated value of t is less than positive table value but greater than negative t-value at 0.01 level of significance, therefore the relation between critical thinking and socio-economic is not significant at 0.01 level of significance.

Therefore, the hypotheses “**There is no significant correlation between creative thinking and socio-economic status in Hindu Male Secondary Students**” is accepted.

Hence it is concluded that the creative thinking of Hindu male secondary students is not related with their socio-economic status.

Hypothesis (iii): There is no significant correlation between creative thinking and intelligence in Hindu Female Secondary students.

Table 3

N	Mean	S.D.	r	t	Interpretation
153	56.39	16.573	0.169	2.107	Not significant

It can be inferred from the table 3 that the value of coefficient of correlation is 0.169 for Hindu Females. The corresponding t value is 2.107 for Hindu females. The calculated value of t is less than table value at 0.01 level of significance, therefore the relation between critical thinking and socio-economic status is not significant at 0.01 level of significance. Therefore the hypotheses “**There is no significant correlation between creative thinking and socio-economic status in Hindu Female Secondary Students**” is accepted.

Hence it is concluded that the creative thinking of Hindu Females secondary students is not related with their socio-economic status.

Hypothesis (iv): There is no significant difference in creative thinking between Hindu Male and Female Secondary students.

Table 4

SEX	N	Mean	S.D.	t	Interpretation
M	69	53.77	19.65	-1.027	Not significant
F	153	56.39	16.57		

It can be inferred from the table 4 that the mean value of scores of creative thinking is 53.77 for Hindu Male and 56.39 for Hindu Female. The calculated value of t is -1.027. The calculated value of t lies between tablevalue -2.59 and 2.59 at 0.01 level of significance, therefore there is no significant difference in creative thinking between Hindu Male and Female Secondary students. Therefore the hypotheses “**There is no significant difference in creative thinking between Hindu**

Male and Female Secondary students” is accepted.

Hence it is concluded that the creative thinking is not related with sex.

Hypothesis (v): There is no significant difference in socioeconomic status between Hindu Males and Females Secondary students.

Table 5

SEX	N	Mean	S.D.	t	Interpretation
M	69	56.30	10.78	2.095	Not significant
F	153	53.31	9.394		

It can be seen from table 5 that the mean value of scores of socio-economic status is 56.30 for Hindu Males and 53.31 for Hindu Females. The calculated value of t is 2.095. The calculated value of t is less than table value at 0.01 level of significance, thus the hypotheses **“There is no significant difference in socio-economic status between Hindu Male and Female Secondary students”** is accepted.

Therefore, there is no significant difference in socio-economic status between Hindu Male and Female Secondary students. Hence it is concluded that the socio-economic status is not related with sex.

Findings of study

Creative thinking of Hindu male and female secondary students is not related with their socio-economic status. Creative thinking is not related with sex. Also the socio-economic status is not related with sex.

CONCLUSION

The present study suggested that socio-economic status is not the barrier for an individual in being creative. The ability of imagination, designing and developing new idea etc. may differ from individual to individual but these abilities do not depend on sex. The findings of this study will help in recognizing the creative thinking of females as well of males irrespective of their sex and socio-economic status.

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