

## Impact of the type of school on the creativity of the students

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### Abstract

Nations whether developed or developing, poor or rich are of the opinion today that the conservation and proper utilization of the creative potential are too important for national development. The present study was designed to ascertain the difference in the levels of creativity among students with respect to independent and dependent variables i.e, Type of (government-private) and creativity. The study was conducted in district pulwama and Srinagar and data was collected from 185 students studying in grade viii using random sampling method in order to collect the information about impact of type of school on the creativity of the students. The data thus gathered have been put to appropriate statistical techniques. In order to test the significance of difference between mean scores 't' test was used. The findings of the study reveal that private school students excel their counterparts of govt.school students in creativity significantly. The findings of the study point at the fact that private schools provide enriched educational settings them that of govtschools.

**Keywords:** impact, type of school, creativity, students

### Introduction

Creativity is not only important for the society but equally for development of the individual. To the society it provides the mechanism for future support and assistance and to the individual an efficiency to deal with the day to day problems. In the present day world it is understood that the individual may be able to adjust himself with the society if he is fully equipped with creative talent.

Creativity has been approached differently by different researchers. So think of it as an unconscious function, some consider it as personality that function, some understand it as a process, some think of it as environment function of motivation while some think of it as environments function these multifarious considerations compel us to think as to what are the criteria which give rise to such thinking and the bases that psychologists undertook in theoretical as well as empirical discussions to understand and determine creativity and its products. Hollman (1963) has suggested mainly five criteria – connected originally, non-rationality, self-actualization and openness. Mednick (1967) suggested usefulness.

It has been observed in researches that some factors facilitate creativity while as others impede its growth. After the home, it is school environment which either fosters inhibits creative thinking among children. It has been observed that the type of school in which the individual receives education is said to influence creativity. School environment differ from each other. Some facilitate creativity and some restrict it. The type

of school is said to influence creativity (Snyder, 1967, Barker lunn. 1970). Researches have shown that the school conditions the child's needs and motivation, teachers behavior in the class, teacher pupilrelationship, methods of teaching and materials of teaching are important aspects to help in developing creativity of the child.

### Methods and Procedures

The purpose of the study was to ascertain the influence of the type of school (govt.-private) on the creativity of the students. This has been facilitated by drawing the required sample from the two districts i.e, pulwama and Srinagar. The study consisted of 185 students both boys and girls studying in grade vii in the age group of 13-14 years govt. and private schools of pulwama and Srinagar districts using random sampling method to select schools as well as students.

The verbal test of creativity developed by Baqer Mehdi was used to collect the data on creativity. The data thus gathered have been put to appropriate statistical techniques, in order to test the significance of difference between mean scores 't'-test was used.

### Results and Discussion

In order to trace the relationship between the type of school and creativity, the data have been tabulated and analyzed in the below table.

**Table 1:** significance of difference between the mean schools of private and govt. school students on creativity

Group	N	Mean	SD	SED	T-value	Level of significance
PSS	122	82.02	16.997	2.618	9.271	.01
GSS	63	57.74	16.650			

PSS-stands for private school students; GSS-stands for Govt. school students

The above table shows that the t-value is 9.271 which is highly significant beyond .01 level. It means that there is a high significant difference between the mean scores of private school students (PSS) and govt. school students (GSS) on creativity which favor private school students.

After tabulating, organizing and using various statistical methods, the research study revealed that private school students have been found more creative as compared to govt. school students combinedly as well as sex-wise. The significant differences were detected between govt. and private school students.

### **Conclusion**

The different environments like school environment, home environment etc. was found as critical factors contributing to creativity. The results of the present study signify that private school students excel their counterparts of govt. school students significantly. Many researches have also arrived at the same conclusion (Synder 1967, BarkarLunn 1970, Singh 1983, Hiest 1967, Hudson and Lytton 1968, Gupta 1978). The findings of the study point out the fact that private schools provide enriched educational settings than that of govt. schools.

Private school students superiority in creativity as has been found in this study points out that the govt. school students are being ignored specifically by concerned teaching staff of the enriched educational settings.

Almost no individual difference in creative thinking ability can be attributed to heredity, creative ability needs to be nurtured properly but it cannot be blossom in vacuum. Its promotion needs favorable environment (Torrance 1975). Thus it can safely be concluded that the development of creativity among students mainly rests with the environment, may it be school or home environment. In view of the findings of the present study, the need is to give careful attention towards the paralyzed educational system especially in govt. institutions and to remove the disparities among boys and girls schools as well as rural and urban schools in order to bring them at par with the private educational institutions to help them to grow in creativity.

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