CHAPTER FOUR

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4.1 NEED AND IMPORTANCE OF THE STUDY

Quality in education is synonymous with creativity in education, meaning thereby that if an educated man cannot think and express freely he cannot claim to have been educated on the correct lines. Creativity should be fostered in the classroom for it’s own sake because modern education should aim at making it possible for every child to live, think and function in a free, bold and flexible manner.

Unfortunately this natural impulse of creativity lies stifled in Indian classrooms. Education in our school is dominated by examinations, which are detrimental for the development of talent, creativity and innovation. Our schools and teachers are prone to encourage only conformity and everybody seems to be following the beaten track. There are no opportunities for originality. At present the teaching learning process in schools involves only sharing of information and rote work. Problem solving is an unknown activity in our schools.

All these lead us to believe that unless a child is encouraged to study problems independently, think boldly and express freely, his education will remain a routine affair. If pupils are trained to think divergently and reproduce their ideas in a new way it will bring about a new revolution in education.
Although different studies have been undertaken by several researchers in different aspects of creativity it is noted that so far no study has been done covering this subject in relation to students in South Kanara District known as an educationally advanced District. One cannot say that children in South Kanara District lack creativeness and there is no need to undertake studies at various aspects of creativity among them. May be due to lack of various encouraging factors, their talents have not been fully developed but considerably suppressed and hampered. In view of such a possibility the Researcher felt that some aspects should be scientifically studied in depth and greater incentive provided to the students in the District to develop their creative abilities. It is these considerations that lead the present Researcher to make indepth study of certain interacting factors favouring and deterring creativity amongst High school children in South Kanara District.

4.2 STATEMENT OF THE PROBLEM

“ A STUDY OF INTERACTING FACTORS FAVOURING AND DETERRING THE CREATIVE ABILITIES OF HIGH SCHOOL CHILDREN IN SOUTH KANARA DISTRICT”

4.3 OBJECTIVES OF THE STUDY

The main objective of the present Investigation is to study the creative abilities of IX standard High School Children in South Kanara District and to identify the factors favouring and deterring development of creativity among them.
As the Study was carried out in two distinct phases, the objectives have been formulated separately for the First and Second Phase. The objectives of the First Phase relate to the entire sample of 1,000 children selected. The objectives of the Second Phase relate to the two sub-samples of High Creative and Low Creative children, selected from the initial sample of 1,000 considering their marks on Creativity Tests.

4.3.1 Objectives of the First Phase

1. To study the level Creativity among High School children (IX standard) in South Kanara District.

2. To study the level of Academic Achievement among High School children (IX standard) in South Kanara District.

3. To study the Socio-economic background of High School children (IX standard) in South Kanara District.

4. To study the gender difference in Creative abilities of High School children (IX standard) in South Kanara District.

5. To study the difference in Creative abilities of Rural and Urban High School children (IX standard) in South Kanara District.

6. To study the difference in the level of Creativity of High School children in different Type of schools (IX standard) in South Kanara District.

7. To study the difference between the level of Verbal and Non-verbal Creativity among High School children (IX standard) in South Kanara District.
8. To study the relationship between Socio-economic background and Creative Abilities of High School children (IX standard) in South Kanara District.

9. To study the relationship between Creativity and Academic Achievement of High School children (IX standard) in South Kanara District.

10. To study the Attitude of Teachers towards Creative children.

4.3.2 Objectives of the Second Phase

1. To study the Verbal Creativity of High and Low Creative children.

2. To study the level of Non-verbal Creativity of High and Low Creative children.

3. To study the frequency of Creative Activities of High and Low Creative children.

4. To study the level of Intelligence of High and Low Creative children.

5. To study the level of Academic Achievement of High and Low Creative Children.

6. To study the Socio-economic background factors of High and Low Creative children.

7. To study the level of School Adjustment of High and Low Creative children.

8. To study the Gender ratio of High and Low Creative children.
9. To study the difference between High and Low Creative children with reference to
i Verbal Creativity
ii Non-verbal Creativity
iii Creative Activities
iv Intelligence
v Academic Achievement
vi Socio-economic background
vii School Adjustment

10. To identify the factors favouring and deterring Creativity among High School children (IX standard) in South Kanara District.

11. To suggest measures to foster Creativity among High School children in South Kanara District.

4.4 HYPOTHESES

In order to achieve the above objectives the following hypotheses were formulated and verified. Here also hypotheses have been formulated for the First and Second Phase separately as in the case of objectives. However the hypotheses of First and Second phase are numbered continuously.

4.4.1 Hypotheses for the First Phase

\( H_1 \): There is no significant difference between the Creative abilities of Boys and Girls of IX standard High School children in South Kanara District.
H2: There is no significant difference between the Creative abilities of Rural and Urban IX standard High School children in South Kanara District.

H3: There is no significant difference between the Creative abilities of IX standard High School children in different type of schools in South Kanara District.

H4: There is no significant difference between the level of Verbal and Non-verbal Creativity of IX standard High School children in South Kanara District.

H5: There is no significant relationship between Socio-economic background and Creative abilities of IX standard High School children in South Kanara District.

H6: There is no significant relationship between the level of Creativity and the level of Academic achievement of IX standard High School children in South Kanara District.

4.4.2 Hypotheses for the Second Phase

H7: There is no significant difference between the level of Verbal Creativity of High and Low Creative children.

H8: There is no significant difference between the level of Non-verbal Creativity of High and Low Creative children.

H9: There is no significant difference between the frequency of Creative Activities of High and Low Creative children.
H_{10}: There is no significant difference between the level of Intelligence of High and Low Creative children.

H_{11}: There is no significant difference between the level of Academic Achievement of High and Low Creative children.

H_{12}: There is no significant difference between the Socio-economic background of High and Low Creative children.

H_{13}: There is no significant difference between the level of School Adjustment of High and Low Creative children.

4.5 VARIABLES SELECTED FOR THE STUDY

In this Study, a modest attempt is made to investigate the relationship of certain variables like gender, socio-economic status, locale, management and personality factors which are likely to have a bearing on the Creative abilities of the individuals. This would mean that one should be clear as to the operational definitions of key concepts studied in this Investigation. In the following paragraphs an attempt is made to give operational definitions of key concepts studied in the research effort.

(1) Creativity

"Creativity" is one of the most loosely used and hence most ambiguous term in psychological research today. Most people believe that creativity can be judged by the product or by what the person creates. But creativity does not always lead to products that can be observed and judged. Creativity must be rewarded as a process – a process by which something new, either an idea or an
object in a new form or arrangement is produced. The emphasis on the act of producing rather than on the end result of act is accepted today as central to the concept of creativity.

Creativity is not regarded as the haphazard creation of something new and original by chance, as when a child, playing with blocks, constructs a pile that resembles a house and then labels it a house. Similarly when an artist is mixing colours and by chance produces a shade of red or green different from colours already commonly in use, the artist is not credited with being "original".

Many definitions of creativity that might be accepted to the psychologists are so brief that they do not cover all the important elements required in a workable definition. According to Drevedahl J. E (1956) "Creativity is the capacity of persons to produce compositions, products or ideas or any sort which are essentially new or novel and previously unknown to the producer. It can be imaginative activity, or thought synthesis, where the product is not a mere summation. It may involve forming of new patterns and combinations of information derived from experiences, and the transplanting of old relationships to new situations and may involve the generation of a new correlate. It must be purposeful and goal directed, not idle fantasy – although it need not have immediate practical application or be a perfect or complete product. It may take the form of an artistic, literary or scientific production or may be of the procedural or methodological nature"."
Whatever is novel, unique, unconventional, original is considered creative. To quote Foster “It is like letting down a bucket into the subconscious and bringing up things which did not know that you knew and mixing them with things of ordinary day today life that you do know out of that mixture you make a work of art. When you have finished if you look at it and wonder how on earth you did it and indeed you did not do it on earth. It is mysterious” For the present investigation, the above definition was utilized.

(a) Verbal Creativity

If the creative expression is through verbal symbols as in writing, composing poems etc then it is called verbal creativity.

(b) Non-verbal Creativity

If the creative expression is through drawing, painting, craft etc then it is called non-verbal creativity.

2) Locale

Locale refers to the type of geographical locality in which an individual is born and brought up. It refers to the rural and urban areas in which the individual lives. In the present Study, two groups of subjects were considered those belonging to City or Urban locale proper and those from towns or schools that are located in corporation areas of Mangalore taluk.
As against this the areas, which are excluded by the locale defined above, are considered as rural areas or schools that are located outside corporation areas of Mangalore Taluk.

(3) Gender

This variable refers to Boys and Girls in the sample.

(4) Type of schools

a) Government schools

The High schools which are directly financed and managed by the Government are designated as Government schools.

b) Aided schools

The schools, which are partly financed by the Government (Aided) and managed by the private managements as per the rules and regulations laid down by the government are designated as aided schools.

(5) Socio-economic status

Socio-economic status of the subjects refers to the standing of the family in society in relation to social and economic level. Socio-economic status (SES) for this study is taken to indicate the socio-economic level of Higher, Middle and Lower student’s parents and it refers to strata of the society. It is determined taking parents education, income and occupation into consideration.
(6) Academic Achievement

Achievement signifies accomplishment or gain or proficiency of performance achieved by the individual or group on the completion of a task whether it is academic, manual, personal or social.

In this study academic achievement refers to the level of achievement the students have shown in the school subjects namely Kannada, English, Mathematics, Social Studies, Science and Hindi. As the subjects are selected from IX standard only, the marks of annual examination of eighth standard are taken as indicators of academic achievement.

(7) Attitude of teachers towards creative children

Behaviour is composed of so many attributes. One of these important attributes is attitude. Attitudes are to a great extent, responsible for a particular behaviour of a person about an object, idea or person. Hence a person may hold strong attitude and yet, under certain circumstances may behave in quite contradictory to those attitudes. In this way one's behaviour towards object related to a particular attitude cannot be safely predicted through that attitude but it can be safely said that it makes the individual respond in a particular way to a particular stimulus situation.

There are several definitions of attitude given by many psychologists.
Travers: “An attitude is a readiness to respond in such a way that behaviour is shown in a certain direction”

McKenzie and Doyle: “We define an attitude as an organisation of concepts, beliefs, habits and motives associated with a particular object”

Sorenson: “An attitude is a particular feeling about something. It therefore involves a tendency to behave in a certain way in situations which involve that something, whether person, idea or object. It is partially rational and partially emotional and is acquired, not inherent, in an individual”

Kretch and Crutchfield: “Attitude is an enduring organisation of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual world”

Attitudes are rooted in experience. They create a state of readiness to act in individual and form a central directive state which affects an individual perception and judgment and hence behaviour. Attitudes have three components viz. cognitive, affective and cognitive.

In this Investigation the attitude of the teachers towards the creative children is taken as one of the variable. It refers to the distinctive behaviour – positive, negative or neutral exhibited by teachers towards creative children. This attitude may be expressed in the form of verbal comments, specific behavioural patterns or non-verbal cues like facial expressions.
(8) School adjustment

“Life presents a continuous chain of struggle for existence and survival” says Darwin. Every one of us strives hard for the satisfaction of our needs in struggling to achieve something if one finds that results are not satisfactory, one either changes one’s goal or the procedure. By restoring to such means one protects one’s self from the possible injury to one’s ego, failure or frustration. It is a sort of shifting to more defensive position in order to face the challenge of circumstances after facing failure in earlier attempt or attempts. This special feature of the lying organism is termed as adjustment.

There are several definitions of adjustment.

L.S Shafer: “Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs”.

Gates, Jersild and others: “Adjustment is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment”.

Vonhaller: “We can think of adjustment as psychological survival in much the same way as biologist uses the term adeptation to describe physiological survival”.

The above definitions can lead us to summarise them in the following way.

1. Adjustment is a process that takes us to lead a happy well contented life.
ii Adjustment helps us in keeping balance between our needs and capacity to meet these needs.

iii Adjustment persuades us to change our way of life according to the demands of the situation.

iv Adjustment gives us strength and ability to bring desirable changes in the conditions of our environment.

**Areas of Adjustment:** The main areas and aspects of adjustment are the following.

1. **Health Adjustment:** This refers to adjustment with regard to one’s health and physical development. If a child’s physical development and abilities are in conformity with those of his age mates and he does not feel difficulties in his progress due to some defects or incapability’s in his physical organs he enjoys full opportunity of being well adjusted to this area.

2. **Emotional Adjustment:** Emotions play a leading role in one’s adjustment. An individual is said to be emotionally adjusted if he is able to express and control his emotions in a proper way at a proper time.

3. **Social Adjustment:** How far one is socially adjusted can be ascertained by one’s social development and adaptability to the social environment. Social adjustment requires the development of social qualities and virtues in an individual. It also requires that one should be social enough to live in harmony with his social beings and discharge his responsibilities and duties towards his fellow beings, society and country.
4. **Home Adjustment:** Home is the source of greatest satisfaction and security to its members. The relationships among the family members and their ways of behaviour play leading role in the adjustment of a child. All problematic and delinquent behaviour is the result of the adjustment and maladjustment. To a greater extent mal-adjustment is the product of faulty development and uncongenial atmosphere at home.

5. **School Adjustment:** School environment casts its influence over the adjustment of the children and the adolescents. How far a child is satisfied with his school life, its discipline, timetable, co-curricular activities, methods of teaching, class and schoolmates, teachers and head of the institution is indicated by the pattern of school adjustment.

6. **Occupational Adjustment:** Occupation also has a role in the individual’s adjustment. The occupation world of adults dominates their mode of adjustment. Degree of the satisfaction with the choice of occupation, working conditions, relationship with colleagues and boss, financial satisfaction and chances for promotion decide one’s adjustment to occupation and contributes significantly towards one’s overall adjustment.

    Schools have certain value systems, rules and regulations by which they govern themself and promote the general welfare of their members. In this study only school adjustment is taken as a variable. School adjustment in this Study consists of five aspects covering the entire school life, viz. academic matters, schoolmates,
teacher, school organisation or school environment in general and
self.

(9) Intelligence

Intelligence is an integral part of human nature as a whole and so it is not easily definable. Generally speaking ‘alertness’ with regard to the actual situation of life is an index of intelligence. Factors like observation, memory, imagination conception and reasoning are also included in the meaning of intelligence. Intelligence is a way of reacting to a situation. Intelligence means not only intellectual activities but also the capacity for solving practical problems of life as well.

There is no agreement as regards the exact definition and nature of intelligence. Ballard has remarked, “While the teacher tried to cultivate intelligence and psychologists tried to measure intelligence, nobody seemed to know what was intelligence.

It is said that intelligence is the ability when we have some aim or question in mind. It involves ability.

(a) to discover relevant qualities and relation of objects or ideas that are present before us and

(b) to evoke other relevant ideas.

In other words, intelligence is the capacity for relational, constructive thinking directed to the attainment of some end.
We can divide the definitions of intelligence into three groups.

1. **Ability to Adapt or Adjust.** One group of definition emphasizes that intelligence is the ability to adapt or adjust to new situations. William James, McDougall and Goddard's definitions belong to this group.

2. **Ability to Learn.** According to another group of psychologists intelligence is the ability to learn. The more readily one is able to learn, the more intelligent he is. Definitions of Colvin and Buckingham can be mentioned here.

3. **Ability to carry on Abstract Thinking.** According to the third group of definitions intelligence is the ability to carry on abstract thinking. Binet, Freeman and Ternans definitions represent this view.

   Wechsler's definition seems to combine and summarise the above three groups of definitions. He says "Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and deal effectively with his environment.

   Stoddard presents a comprehensive definition of intelligence. "Intelligence is the ability to undertake activities that are characterised by difficulty, complexity, abstractness, economy, adaptiveness to a goal, social value and the emergence of originals and to maintain such activities under conditions that demand a concentration of energy and resistance to emotional forces."
Terman has defined intelligence as ability to do abstract reasoning. Thorandike defines intelligence as the power of making good response from the point of view of truth and fact. Thus we may say that intelligence is an indication of the ability to cope successfully with novel situations.

(10) Creative activities

Activities shown by children, which are indicative of creative abilities are termed as creative activities. Such activities may be related to different areas of creativity like artistic, musical, scientific, literary and dramatics. Creative activities may be in the form of an activity resulting in the creation of tangible product like writing a poem, painting a picture etc. They may also be in the form of mere activities, which can be judged as creative like for e.g.: dramatising or singing a song, or participating in a scientific discussion.

In this Study Creative Activity means any activity, which children do on their own in various fields. It includes activities related to language arts, science, social studies, art and other fields.