



Construction and Standardization of Creativity test in Hindi for the Students of Upper Primary School

DR. VIMLA PATEL
S.T.T. College of Education, Visnagar
Gujarat (India)

Abstract:

Creativity refers to the invention or origination of any new thing (a product, solution, artwork, literary work, joke, etc.) that has value. "New" may refer to the individual creator or the society or domain within which novelty occurs. "Valuable", similarly, may be defined in a variety of ways. Creativity refers to the phenomenon whereby something new is created which has some kind of subjective value (such as a joke, a literary work, a painting or musical composition, a solution, an invention etc.). It is also the qualitative impetus behind any given act of creation, and it is generally perceived to be associated with intelligence and cognition. The range of scholarly interest in creativity includes a multitude of definitions and approaches involving several disciplines; psychology, cognitive science, education, philosophy (particularly philosophy of science), technology, theology, sociology, linguistics, business studies, and economics, taking in the relationship between creativity and general intelligence, mental and neurological processes associated with creativity, the relationships between personality type and creative ability and between creativity and mental health, the potential for fostering creativity through education and training, especially as augmented by technology, and the application of creative resources to improve the effectiveness of learning and teaching processes. Here the researcher developed the creativity test to examine the students of upper primary school.

Keywords: Creativity, Philosophy, Psychology, Primary school, Standardize

1. Introduction

Creativity refers to the invention or origination of any new thing (a product, solution, artwork, literary work, joke, etc.) that has value. "New" may refer to the individual creator or the society or domain within which novelty occurs. "Valuable", similarly, may be defined in a variety of ways. In a summary of scientific research into creativity Michael Mumford suggested: "Over the course of the last decade, however, we seem to have reached a general agreement that creativity involves the production of novel, useful products" (Mumford, 2003, p. 110). Creativity can also be defined "as the process of producing something that is both original and worthwhile". What is produced can come in many forms and is not specifically singled out in a subject or area. Authors have diverged dramatically in their precise definitions beyond these general commonalities: Peter Meusbarger reckons that over a hundred different analyses can be found in the literature.

2. Aspects of Creativity

Theories of creativity (particularly investigation of why some people are more creative than others) have focused on a variety of aspects. The dominant factors are usually identified as "the four Ps" - process, product, person and place. A focus on *process* is shown in cognitive approaches that try to describe thought mechanisms and techniques for creative thinking. Theories invoking divergent rather than convergent thinking (such as Guilford), or those describing the staging of the creative process (such as Wallas) are primarily theories of creative

process. A focus on creative *product* usually appears in attempts to measure creativity (psychometrics, see below) and in creative ideas framed as successful memes. The psychometric approach to creativity reveals that it also involves the ability to produce more. A focus on the nature of the creative *person* considers more general intellectual habits, such as openness, levels of ideation, autonomy, expertise, exploratory behavior and so on. A focus on *place* considers the circumstances in which creativity flourishes, such as degrees of autonomy, access to resources and the nature of gatekeepers. Creative lifestyles are characterized by nonconforming attitudes and behaviors as well as flexibility.

An article by R.J. Sternberg in the *Creativity Research Journal* reviewed the "investment" theory of creativity as well as the "propulsion" theory of creative contribution, suggesting that there are eight types of creative contribution; *replication* - confirming that the given field is in the correct place - *redefinition* - the attempt to redefine where the field is and how it is viewed - *forward incrementation* - a creative contribution that moves the field forward in the direction in which it is already moving - *advance forward movement* - which advances the field past the point where others are ready for it to go - *redirection* - which moves the field in a new, different direction - *redirection from a point in the past* - which moves the field back to a previous point to advance in a different direction - *starting over/ re-initiation* - moving the field to a different starting point - and *integration* - combining two or more diverse ways of thinking about the field into a single way of thinking.

3. Review of Related Literature

The review of related literature is given as follows.

Anand (1959) conducted research on Creative Thinking of School Students. From the research it is found that mental Health, academic achievement and socio economic status of their parents has positive correlation. Chaube (1982) conduct a research on "A study of some personality traits and pressing problems of junior high school students". From the research it is found that the girls were more critical and had lower mental capacity. They were unable to handle abstract problems, more emotionally mature, stable, constant in interests and calm. The most pressing problems of the total sample were: anxiety regarding securing good marks in examinations, parents taking too many pains for them, feeling much too ashamed for doing something wrong, anxiety about attaining success in life, losing one temper quite often wanting to plan for the future, finding it hard to forget certain mistakes, anxiety about what happens after death, parents worries due to paucity to money. Sanehy, S.P. (1984) conducted a study on "A comparative study of Personality Adjustment and values of delinquents and non-delinquents." From the research it is found that the delinquents showed significant difference from non-delinquents in respect of extraversion/introversion, social maladjustment and atomism and denial. The delinquents showed significantly poor adjustment on home, health, emotion, social and total adjustment.

4. Objectives of the Study

1. To prepare a Creativity Test in Hindi Subject for the students of Upper primary School.
2. To study the effect of Creativity Test in Hindi on the variable of Gender, Habitat and Standard of the students of Upper primary School.
3. To check Reliability and Validity of Creativity Test in Hindi and to prepare norms for the Test.

5. Variables

In this present study Gender, Habitat and Standard of the students of Upper primary School considered as the independent variable and the score on the Creativity Test in Hindi considered as the dependent variable.

6. Population

In this present study student of primary school of Gujarati medium from standard 6th, standard 7th and standard 8th, studying during the year of 2011-12 from the Gujarat State were considered as the population.

7. Sample

In this present study total 4000 student of primary school from Gujarati medium were selected by using stratified random sampling, from standard 6th(1600), standard 7th(1600) and standard-8(1800) from 58 school, studying during the year of 2011-12 from the Gujarat State.

8. Definitions of the Terms

- **Creative Thinking:** 'Creative Thinking' refers to creativity perception of students.
- **Gender:** Gender refers to male and female category of the Students of Upper primary School.
- **Habitat:** Habitat refers to the urban and rural location of the Students of Upper primary School.

9. Delimitation of the Study

Present study was delimited for the student of primary school of Gujarati medium from standard 6th, standard 7th and standard 8th, studying during the year of 2011-12.

10. Tools used for the Study

In this present study Creativity Test in Hindi Subject prepared by the Investigator according to the component of Creativity Test, which was highly reliable, valid and standardized, norms were also prepared for the test.

11. Construction of Tool

In this present study Creativity Test in Hindi Subject was preliminary try out by selecting 27 items from standard 6th, 27 items from standard 7th and 31 items from standard 8th on 150 selected students. According to suggestion of expert and item analysis carried out and Creativity Test in Hindi Subject of 44 items was administrated on 200 students. By applying Lickert Method and calculating 't-value' and finding correlation on items of 27% of higher score achiever group and 27% of lower achiever group, finally total 29 items were selected for the tool of Creativity Test in Hindi Subject.

12. Reliability and Validity of Tool

Split-half reliability of Creativity Test in Hindi Subject was found between correlations of 0.88 to 0.91, Rullon reliability of Creativity Test in Hindi Subject was found between correlations of 0.85 to 0.88 and Flanagan reliability of Creativity Test in Hindi Subject was found between correlations of 0.91 to 0.93. Validity of the present test was carried out on the score on Hindi Subject, it was found between correlations of 0.28 to 0.71. Validity with Verbal Reasoning Test of Dr. Smita R. Patel was found between correlations of 0.86 to 0.90. Validity of the present test with Achievement test of students was found between 0.23 to 0.64 and factorial Validity was found 90.38%.

13. Data Collection and Interpretation

In this present study Creativity Test in Hindi Subject administrated on randomly selected 58 schools and data were analyzed according to the variable of the gender, habitat and studying standard of group of primary school student.

14. Major Findings

(1) From the comparisons of different group of gender and group of area, different group were found different by mean, but the different between group were found less. (2) Calculating the 't-value' and 'F-value' significant difference was found in the gender, and standard of the students. (3) Value of Skewness were found near the value of zero and value of kurtosis near the value of 0.2632, so it can be concluded that frequency distribution is following standard of Non Probability curve.

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