



Comparative Study of Creative thinking of Elementary School Students of District Kathua- in terms of Gender and locality

QAZI LUBNA

Researcher,

Guru Gobind Singh College_of Education,
Guru Kashi University, Talwandi Sabo.

SHYAM SUNDAR

Assistant Professor,

Guru Gobind Singh College_of Education,
Guru Kashi University, Talwandi Sabo.

Abstract:

The objectives of the study were to identify the levels of Creative thinking among elementary school students. The study also aimed to reveal the differences between male & female elementary school students of district Kathua concerning their gender and local. The investigator collected data from 270 students. The data were collected by survey method using a questionnaire with the help of the Creative thinking Scale by Baqer Mehdi (2015). The analysis of data was done with the help of percentage analysis, Mean, Standard Deviation & t-test statistical techniques. The main findings of the study revealed that out of 270 elementary school students, 51.8% of students fall in the very high creative thinking, 33.3% of students fall in above average creative thinking, 5.55% of students fall in average creative thinking, 9.25% of students fall in below creative thinking. The study also showed that there was a significant difference in the levels of creative thinking of elementary school students based on gender and locality.

Keywords: *Creative thinking, Information technology, Thinking ability, Elementary school*

1. Introduction

The world and society are advancing at a remarkable pace. The ability to apply creative thinking in both a digital and non-digital environment has become a characteristic of successful people nowadays. Information technology is rapidly developed in the 21st century, and innovative thinking, problem-solving, or critical thinking ability is the critically preliminary ability of world citizens in diversified societies. Human resource development in past years therefore stresses the promotion of creative thinking ability, as the “brain” will substitute “strength” in the knowledge economy era with fiercely international competition. Cheng-Shih Lin (2016). According to Sternberg and Lubart (1996), creativity refers to the capacity for coping with a given problem in authentic ways. Such capacity is about looking at a specific situation and problem from different perspectives. Creativity is beyond creating out of nothing since a new idea or thought is often a variation version of an older thought or a combination of thoughts known or possessed previously. Thus, creativity can be defined as synthesizing previous thoughts and redefining previous thoughts (Bessis 1973). Creativity is a basic skill included in all aspects of human beings’ life and the evolution of human beings (San 1985). According to Torrance (1974), creativity is “being sensitive to problems, insufficiencies, shortage of information, nonexistent elements and incompatibility; identifying challenges, seeking for solutions, estimation and hypothesizing or modifying hypothesizes in relation with insufficiencies, selecting and trying one of the solutions, retrial, and concluding accordingly” (Aslan 2001).

2. Research Methods

The purpose of the research was to find the difference in Creative thinking of the Government Elementary School Students of District Kathua. The investigator has collected data to Study the levels of Creative thinking of Government Elementary School Students through the quantitative tool. The

study is conducted through the descriptive Survey Method of research because it is the most popular and most widely used method in educational research. It is concerned with conditions, practices, structures, differences or relationships that exist, opinions held processes that are going on, or trends that are evident.

3. Sample

The Elementary school students of District Kathua formed the population of the study and the students of these schools formed the target population. The number of Elementary schools in district Kathua is 328 at present, out of which 78 are government schools and 250 are private schools. Government schools form 23% and private schools form 77% of the population respectively. The sample for the present study was drawn from the Government Schools of District Kathua. The sample was drawn by random sampling technique. A total of 270 students were chosen as a sample for the present study. Out of 270, 150 were male and 120 students were female. Out of the 270 students 180 were from Urban and 90 were from rural locations.

4. Analysis and Interpretation of Data

The data for the present study were collected by using the Creative thinking Scale by Baqer Mehdi (2015). Further, the data collected were subjected to statistical treatment by using statistical techniques like mean, Standard deviation, t-value, and levels of significance. To make data analysis more understandable and comprehensive bar graphs were used.

5. Results and conclusion

Identify the levels of Creative thinking among elementary school students. One of the first objectives of the study was to identify and find the levels of Creative thinking among elementary school students and the researcher used percentage analysis. The result of the analyzed data is given in Table 1.

Table 1: Percentage wise Distribution of overall sample on the different levels of Creative thinking

Sr.	Level of Creative thinking	N	Percentage
1	High Creative thinking	140	51.8%
2	Above Average creative thinking	90	33.3%
3	Average Creative thinking	15	5.55%
4	Below Creative thinking	25	9.25%
5	Lowest Creative thinking	0	0%

The analysis of table 1 reveal that out of total sample of 270 students, 51.8% of students have high creative thinking, 33.3% of students have above average creative thinking, 5.55% of students have average creative thinking, 9.25% of students have below creative thinking and none of the student came under lowest creative thinking.

6. Gender Difference among Elementary Schools Students on the scores of Creative thinking

The 2nd objective of the study was to find out the differences among elementary Schools Students on the scores of Creative thinking based on gender and the researcher used quantitative techniques of analysis for data and t-test was used for statistical treatment of data. The result of analyzed data is given in table 2.

Table 2: Statistics of creative thinking of male and female elementary school students on the basis of gender

Gender	N	Mean	SD	t value	Df	Level of Significance at 0.05
Male	150	75.05	15.85	4.2	268	Significant
Female	120	74.9	13.7			

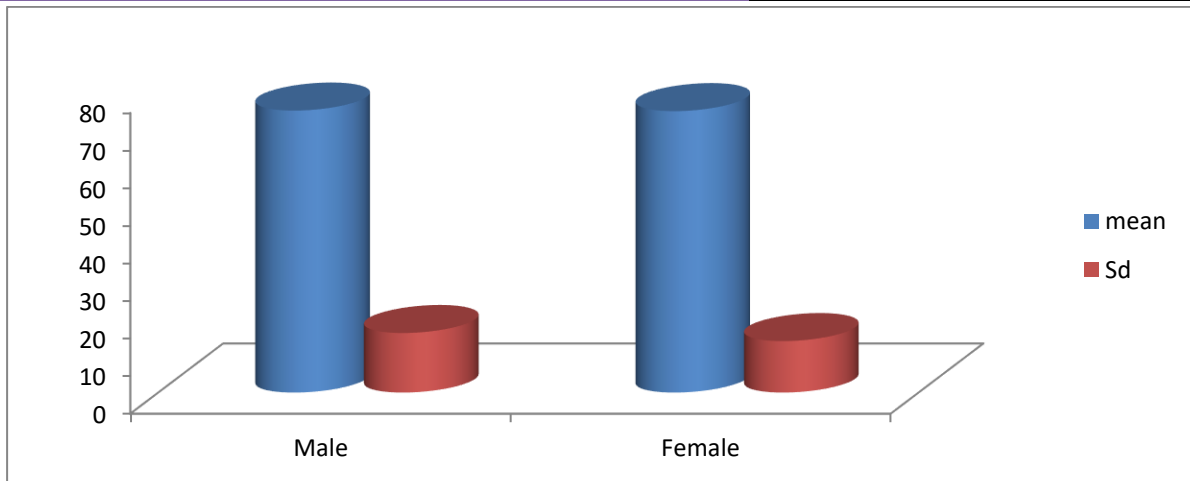


Fig. 1: Mean and Standard Deviation of creative thinking of male and female elementary school students on the basis of gender

6.1 Interpretation

From the table 2 it was found that mean value of male and female elementary school students on the basis of gender was 75.05 and 74.9 respectively. Also, it was found the standard deviation of male and female students was 15.85 and 13.7 respectively. The calculated t- value was 4.2 which is found to be greater than table value of 1.96 at a degree of freedom 268 at 0.05 level of significance. It is then concluded that the t-value is significant at 0.05 level of confidence.

7. Locality Difference among Elementary Schools Students on the scores of Creative thinking

The 3rd objective of the study was to find out the differences among elementary Schools Students on the scores of Creative thinking based on locale and the researcher used quantitative techniques of analysis for data and t-test was used for statistical treatment of data. The result of analyzed data is given in table 3.

Table 3: Statistics of creative thinking of male and female elementary school students on the basis of locale

Locality	N	Mean	SD	t value	Df	Level of Significance at 0.05
Urban	180	77.38	12.52	4.07	268	Significant
Rural	90	65.8	11.7			

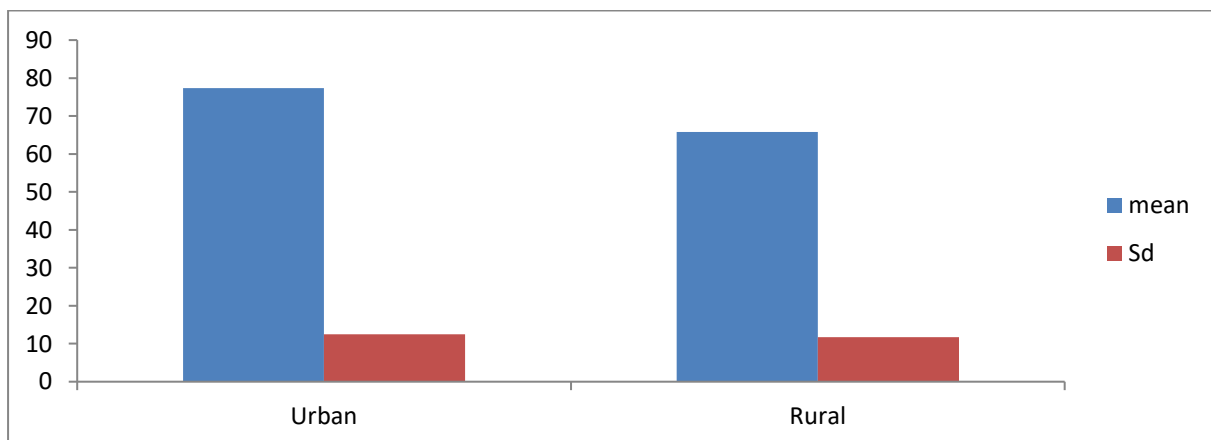


Fig. 2: Mean and Standard Deviation of creative thinking of male and female elementary school students on the basis of locale

7.1 Interpretation

From the table 3 it was found that mean value of male and female elementary school students on the basis of locality was 77.38 and 65.8 respectively. Also, it was found the standard deviation of male and

female students was 12.52 and 11.7 respectively. The calculated t- value was 4.07 which is found to be greater than table value of 1.96 at a degree of freedom 268 at 0.05 level of significance. It is then concluded that the t-value is significant at 0.05 level of confidence.

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