Critical Study On Creative Adolescents From Schools In Malda District, West Bengal

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ABSTRACT:

This study has attempted to find out the relationship between creativity & academic success among a section of middle-class students in upper primary to higher secondary schools in Malda. This is because middle class families in Malda are known for their focus on academic achievement of their children, and at the same time, pride themselves on their cultural attributes and predilections. Further, the study has attempted to delve deeply into the daily lives and mindsets of both creative and non-creative children, and reveal the characteristics hopes and desires of creative children and the difficulties they feel in adjusting with school and home life.

Keywords: Adolescents, Schools, Malda, West Bengal.

INTRODUCTION:

This investigation was about assessing the creativity of children in upper primary, secondary and Higher Secondary classes, and also to find the association between the creativity & academic success of these students [1-5]. To form a better understanding to creative children, the investigation further delved into the details of creative children by way of conducting qualitative studies on selective cases of creative children [6-9].

RESEARCH METHODOLOGY:

Design of the Study:

The investigation has been accomplished in two steps. The first step involves a quantitative approach while the second step consists of a detailed qualitative enquiry [10].

Quantitative Approach: This part of the investigation is primarily to attain Objective 1. It consists of identifying a population and sample, administering suitable tools on the sample, and collecting data and inferring from it.

The Sample: The population of the study consists of students in Upper primary Secondary

and Higher Secondary schools of the CBSE board in Malda.

The sample was purposive and incidental in nature. Secondary and Higher Secondary schools were approached until the requisite sample size was attained. The sample is as follows:

Table: 1 - Sample

Class	Girls	Boys
VII	50	50
IX	50	50
XI	50	50
Total		**300**

Procedure:

The sample was administered with the appropriate tools and the responses were scored, tabulated and subjected to statistical analyses and interpretation.

Qualitative Approach:

This part is primarily to attain Objective 2 of the investigation. It consists of 36 case studies for which the participants were identified and interviewed, and the data subjected to content analyses and interpretation.

Table: 2 — Selection of Sample for Case Studies

	HIC	MIC	HINC

Class	G	B	G	B	G	B
VII	2	2	2	2	2	2
IX	2	2	2	2	2	2
XI	2	2	2	2	2	2

Tools of the Study:

The following tools of investigation were used:

Tools used for quantitative study:

1. Non-verbal Test of Creative Thinking by Bager Mehdi [11]

2. Verbal Test of Creative Thinking by Baqer Mehdi [12]

3. Personal Data Sheet (1) — Developed by the researcher. It includes the basic information of the subjects and their families. The tool was validated by 3 experts.

4. Cattel's Culture Fair Test of Intelligence.

Tools used for Qualitative Study:

1. Personal Data Sheet (2) — It seeks additional personal information about the case study, participant.

2. Rao's Social Maturity Scale.

3. Interview Schedule :

The schedule consisted of 2 categories

   a) Home Environment.

   b) School Environment

RESULTS AND DISCUSSION:

Objective — 1: To find out the relationship between Creativity and Academic Achievement.

Process: All the relevant tools were administered and the responses were scored and tabulated appropriate descriptive statistics and correlational analysis were used.

The hypothesis required is —

Ho: There is no co-relation between creativity and academic achievement.

This has been detailed class wise, gender wise and academic subject wise.

The null hypothesis was accepted / rejected as follows:

Total students -

All males — Rejected for Languages, Mathematics and Total Score when it comes to verbal and non-verbal creativity.

All females — Rejected for Language, Mathematics and Total Score when it comes to verbal creativity and social studies for non-verbal creativity.

All students — Rejected for Languages, Mathematics and Total Score when it comes to verbal and non-verbal creativity.

(All significant correlations are positive)

Class VII –

Males — Accepted, except when it comes to Mathematics for verbal creativity.

Females — Accepted, in all cases.

All students — Accepted, except in case of Mathematics for verbal creativity.

(All significant correlations are positive)

Class IX -

Males — Accepted, except when it comes to English, Mathematics and Total Score with non-verbal creativity

Females — Accepted, except when it comes to English, Mathematics and Total Score with non-verbal creativity. Accepted, except when it comes to English, Mathematics, Science and Total Score when it comes to non-verbal creativity.

All Students — Accepted, except when it comes to English, Mathematics and Total Score when it comes to verbal creativity, and accepted, except when it comes to English, Mathematics, Science and Total Score when it comes to non-verbal creativity.

(All significant correlations are positive)

Class XI -

Males — Rejected in all cases (correlation is positive with Languages and negative with other subjects.

Females — Rejected in call cases (all correlation are negative).

All students — Rejected when it comes to Mathematics, Science, Social Studies and Total Score when it comes to verbal and non-verbal creativity (all correlation are negative).

Further explorations — The effect of the components of creativity on academic achievement were probed. Non-verbal creativity consists of elaboration and originality, and verbal creativity consist of fluency, flexibility and originality.

Findings:

- Creativity doesn't effect academic achievement of class VII, irrespective of gender. All the components of creativity are not particularly beneficial for class VII students, except when it comes to mathematics.

- Creativity effects the academic achievement of students of class IXin a positive manner. Components of creativity (originality, fluency and flexibility) have definite beneficial effect on the academic achievement of class [X students.

- Creativity & academic success is negatively co related when it comes to class XI. Beneficial influence of different components of creativity is reversed when it comes to class XI students.

Objective 2: To investigate creative children's

       a) Home environment.

       b) School environment.

       c) Propensies and activities.

Findings: Objective wise

Objectives: 2a Investigate creative children's home environment.

Relation with parents:

- Creative students, in most cases have distant relation with their parents. High Intelligent creative students try to manipulate their parents and also to establish a

balance between parental expectations and their own desires. But Middle Intelligent creative students have serious problems with their parents.

- All the parents of creative children think that their children are not serious about studies.

- High Intelligent creative students understand their parents and try to fulfil parental demands.

- However, the Middle Intelligent creative students do not pay attention to the conventional demands of their parents and have serious problems at home.

- Most creative students want separate rooms for themselves and parents arrange for it. They hold innovative ideas to arrange or decorate their rooms.

Relation with others:

- Creative students have low to moderate social maturity score. They are generally not close to their relatives

- Most creative children are singletons. They like to stay alone.

- Apart from parents creative students hold serious differences with other relatives. Middle Intelligent creative students especially suffer from loneliness.

Objective 2b to investigate creative children's School Environment:

- High Intelligent creative students try to adjust with the regular system of education.

- Middle Intelligent creative students, usually suffer with adjustment problems.

- Both High Intelligent creative and Middle Intelligent creative students hold radical ideas about class teaching. Creative students want more freedom of expression and absolute freedom in the school environment.

- Creative students are very dissatisfied with the compulsion of wearing the same uniform every day.

- Schools often hold different kinds of talent hunt and organize different interschool competitions and other cultural activities. High Intelligent creative students are quite satisfied with these windows to their talents. Creative students who do not get these opportunities within conventional schooling, do not enjoy school life and become isolated.

Objectives 2c To Investigate Creative Children's Activities and Propensities:

Propensities as revealed by the personal characteristics of Most creative students

Show extra-ordinary caliber in one or other areas of expression.

Enjoy freedom of expression and freedom of practice.

Seek recognition in life.

Love to stay alone. They are very selective about friends.

Hold basic differences of opinion with older generations.

Easily get affected with praise and criticism.

Think that if society does not interfere in their activities, then can they perform well.

Feel motivated with recognition and get demotivated very easily if society does not recognize them.

Very sensitive and suffer from mood changes.

High Intelligent creative students show better social maturity than middle intelligent creative students.

Do not disrespect their teachers, parents and significant others, they are quite confident with the fact that they have better ideas about different aspects of life.

High Intelligent creative students change their behavior according to the demands of their parents and teachers but middle intelligent creative students are very rigid about their own notions and decisions.

Hold great desire to become popular in society but as they think that others do not understand them, they become isolated. This is specially so with middle intelligent creative students.

A few creative students make paintings and sketches and draw pictures and win prizes, but the difference with non-creative students lies in their level of involvement. Creative students are almost obsessed about ownership of their compositions. They frame them, take photographs of them and think about them day and night. Their involvement with creation is quite high.

High Intelligent creative students gain popularity but middle intelligent creative students are isolated from others.

Very involved with their activities of choice and in their areas of interest. They show remarkable concentration in these activities where they can show their unique talents.

As grow older, High Intelligent creative ones among them get disconnected from their creative work to concentrate on their parents' demands and social mores, so they concentrate on their studies. In contrast middle intelligent creative students get constantly involved in their creative proclivities even to the negation of their other duties. As they think that others do not have the capacity to understand them, they become isolated.

Activities in school: Most creative students

Enjoy interactive sessions.

Love to solve unique problems during in class.

Show unique ideas in making charts and working for school projects. They do not like to take help from parents to complete these projects.

Show good cultural development. They want to perform or organize events in novel way that have not been experienced before. But as they do not get opportunities for extreme freedom, they become demotivated easily.

Generally their community participation is poor especially among middle intelligent creative students. But if they participate, their ideas of organizing programs are unique.

Activities at home:

Most creative students

Are always in need of pampering but not interfering parents.

Usually do not want to share a room with others, and require a separate space at home.

Feel suffocated with strict parental guidance. Though high intelligent creative students can manage to strike a balance between their proclivities and parental demands, middle intelligent creative students face greater difficulty in adjusting.

CONCLUSION

This investigation is a revelation of the way in which creative children fit into the current school system, and the way in which the school system accommodates (or does not) them. It reveals that as creative children mature in adolescence, they progress from conformity with their peers and learn to use their talents in furthering their academic achievement, particularly in Mathematics and Languages [13]. However, in late adolescence they learn to compromise with the demands of conventional education. In fact, their diversity from mainstream thinking tends to hinder their academic achievement. The intimate looks gained from the case studies show that creative students, if   intelligent, try to adjust to the school system and the social system, whereas those not so intelligent pupils suffer from adjustment

problems and parental conflict [14]. Creative adolescent is not always focused on academics and resent the uniformity of school activities and schedules. This is in contrast to the non-creative students who are more focused on 'cracking' examinations and achieving the conventional goals of life [15]. The investigation exposes the need for teachers and parents to tolerate the diverse type of fecundity among creative adolescence and use these talents to benefit these very special children instead of sublimating their natural dispositions.

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