



## **Relationship of Creative Environment and Intelligence Among Senior Secondary School**

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### **Abstract**

The main purpose of the present investigation is to study the relationship of creative thinking abilities with Family environment and Intelligence among senior secondary school students. A sample of 160 male and female respondents was taken on the basis of multi-stage random sampling method. Creative Thinking Abilities by Medhi (1985), Intelligence Test by Jalota (1976) and Family environment scale by Bhatia and Chadda (1993) were used for the collection of the data. To study the relationship among variables product moment correlation was used. Data Analysis revealed that creativity dimensions i.e., Fluency Flexibility and originality of male and female adolescents was negatively related to family environment and Intelligence. However global creativity was positively related to Family environment and Intelligence.

Keywords: Family environment, Intelligence, creative thinking abilities and senior secondary school students.

### **INTRODUCTION**

Creative children are assets to the society. Development and progress in various fields depend on these children. Our educational institutions should aim at the development of creativity in children to prepare them for different walks of life. No nation whether big or small can afford to overlook the importance of creativity in this age of competition. Who survives this competition largely depends upon its creative minds. The creative acts affect enormously not only scientific and technological progress, but society in general. Nations who learn best how to identify, encourage and develop the creative potential in their people may find themselves in a very advantageous positions as compared to the nations that are failed to identify and develop the talented mind. Creativity is a basic tool for progress in any society or community. It is so important that any society that wants to make headway in any area of development must not lose sight of it. The conditions of modern day living, characterized by complexity and interdependence, technological and communication advances and rising expectations call for increased levels of creativity

(Mars, 1981). The creative talents have the responsibility of transforming the economy so that the populace would benefit from the products of their creative genius. In India the need to development creativity in the classroom is in a nascent stage and yet to be emphasized in any major educational policy or planning document. The education in India is portrayed as comprising of dull routines, unmotivated teachers, bored students and rote systems of learning. The Indian education system in policy makes no overt recommendations for creativity education to be adopted as an integral part of the schooling experience for a child in India. Therefore, any such initiative can happen



only at an individual level and must stem from an ideology or philosophy that believes in creating the space for children to learn creatively. The role that a teacher plays in fostering creativity in her classroom is unquestionable, it is important that her teaching should be added with appropriate teaching mechanisms. Creating a sense of informality to encourage free expression through informal seating arrangements, flexible class timings, group activities, proximity to nature, a vivacious campus and the freedom to express without the fear of being judged are some of the factors which effect the environment of the school and enhance the creative learning. Creativity is the ability to produce work that is both novel (i.e. original, unexpected) and appropriate. "To create" means "to make or being into existence some-thing new". Torrance (1962) on the basic of an analysis of the diverse ways of defining creativity and requirements of a dependable definitions for keeping a program me of research focused on factors affecting creative growth in context, defined creativity as "a process of becoming sensitive to problems deficiencies, gaps in knowledge, missing elements, disharmonies, making guesses or formulating hypotheses about the deficiencies testing and re-testing them and finally communicating the results." Dey (1984) found a positive and statistically significant correlation between creativity and intelligence. Dalal and Rani (2013) conducted a study on relationship of creativity and intelligence. The result depicted that intelligence of high creative students and low creative students differ significantly. Chadha and Chandana (1990) found that there was a significant correlation between creativity and intelligence.

Lew and Cho (2013) found that there was a significant relationship between creative thinking ability with creative family environment. The present study is an attempt to examine whether creative thinking ability is affected by family environment and intelligence.

### JUSTIFICATION OF THE STUDY

Creativity is defined as the ability to bring something with existence, creativity is distinguished by novelty, originality and it's usually inventive creativity was believed to be human gift, a rare quality of distinguished individuals with inborn talent. Individual who is flexible in thought and action who can produce novel ideas, express his idea fluently and long with certain personality traits is said to be creativity. Intelligence is closely related to intellect. Intellect includes observing, understanding, thinking, remembering and all ways of knowing. Both intelligent and creativity are the important cognitive aspects of the individual. The bewildering or puzzling rapid change in the present nuclear and space age has increasingly enhanced the important of the creative talent and alerted the educationists and psychologists from their slumberous state work on searching our new methods, strategies and techniques for its identification and development. Creativity is the ultimate answer to man's problems, innovation of new idea, things and ultimately the civilization of life. The value and work of this potential is unlimited. In terms of education and related areas creativity and intelligence are very much essential elements which are necessary for learning. If education strives to prepare children for a productive life in society, the educational system must accept responsibility for supporting and developing creativity by motivating them. Creativity is recognized for its role in generating innovations to address the challenges of an evolving world. Family also plays an important role in shaping the creative thinking of children. Most young people are able to navigate these



adolescent years successfully with the support of caring families. Children lay the foundation for their attitudes toward people, things and life in general through their contacts with family members. With the basic assumption, the need for a study to examine the relationship of intelligence and family environment with the creativity of children seems quite important.

## OBJECTIVES OF THE STUDY

- To study the relationship of creative thinking abilities, family environment and intelligence among male secondary school students.
- To study the relationship of creative thinking abilities , family environment and intelligence among female secondary school students.

## HYPOTHESES

The following hypotheses were framed for verification in the present study:

- There is no significant relationship in creative thinking abilities, family environment and intelligence among male secondary school students.
- There is no significant relationship in creative thinking abilities, family environment and intelligence among female secondary school students.

## METHOD

In this study, descriptive research method has been used for the selection of the sample.

## SAMPLE OF THE STUDY

The study aims to study the relationship of creative thinking abilities with Family environment and Intelligence. It, therefore, requires that data to be collected from the concerned categories of students, who form the population of the study, on the basis of random sampling. In the present study, students of four Senior Secondary Schools situated in Jhajjar district of the state of Haryana formed the sample. In the present study, the multi stage random sampling techniques was used to select the Subjects from the population.

## VARIABLES INVOLVED IN THE STUDY

- Dependent Variables

In the present study, Creative Thinking is dependent variable.

- Independent Variables

In the present study, Intelligence and Family environment are the independent variables.

## TOOLS USED

- Verbal test of creative thinking constructed and standardized by Mehdi (1985)
- General Mental Ability Test constructed and standardized Jalota (1976)
- Family environment scale constructed and standardized by Bhatia and Chadha (1993)

## STATISTICAL TECHNIQUES USED

To study the relationship among variables product moment correlation was used.

**Inter- correlation matrix of creativity dimensions, family environment and intelligence of male senior secondary school students.**



	Family Environment	Intelligence
Fluency	-0.106	0.157
Flexibility	-0.0045	0.183
Originality	-0.045	-0.113
Creativity	0.0022	0.087

Table-1 shows the relationship of creativity dimensions with Family environment and Intelligence among male senior secondary school students. Fluency is negatively related to Family environment and positively related to Intelligence. But the correlation is significant at any level. It indicates that fluency has no significant relationship between Family environment and intelligence.

Flexibility is negatively related to Family environment and positively related to Intelligence. But correlation is not significant at any level. It indicates that Flexibility has no significant at any level. It indicates that Flexibility has no significant relationship between Family environment and Intelligence.

Originality is negatively related to Family environment and Intelligence and the correlation is not significant at any level. It indicates that Originality has no significant relationship between Family environment and Intelligence.

Creativity is positively related to Family environment and Intelligence. But the correlation is not significant at any level. It indicates that creativity has no significant relationship between Family environment and Intelligence.

**dimensions, family environment and intelligence of female senior secondary school students.**

	Family Environment	Intelligence
Fluency	-0.163	0.134
Flexibility	0.109	0.101
Originality	0.114	0.149
Creativity	-0.326	0.051

**Inter- correlation matrix of creativity**

Table-2 shows that relationship of creativity dimensions with Family environment and Intelligence among female senior secondary school students. Fluency is negatively related to Family environment and positively related to intelligence. But the correlation is not significant at any level. It indicates that Fluency has no significant relationship between Family environment and Intelligence.

Flexibility is positively related to both Family environment and Intelligence. But correlation is not significant at any level. It indicates that Flexibility has no significant relationship between Family environment and Intelligence.

Also Originality is positively related to both Family environment and Intelligence. But the correlation is not significant at any level. It indicates that Originality has no significant relationship between Family environment and Intelligence.



Creativity is negatively related to Family environment and positively related with Intelligence. But the correlation is not significant at any level. It indicates that creativity has no significant relationship between Family environment and Intelligence.

## Discussion of Results

The study employed the descriptive survey method with two independent variables namely Family environment and Intelligence and one dependent variable i.e. Creative thinking abilities. The results of the present study revealed that creativity dimensions of male and female adolescents are negatively related to family environment and Intelligence. The result have been discussed in the light of previous findings. Sharma et al. (1981) concluded that flexibility and total creativity are negatively related to family environment and intelligence. Dharindra (2003) found that mathematical creativity is negatively correlated with family environment. Latha (2005) was also found that no Gender difference was found between creative thinking abilities and Family environment. On the other hand Dey (1984) found a significant and statistical significant correlation between creativity and Intelligence. Rani (2013) conducted a study on relationship of creativity and intelligence. The result depicted that intelligence of high creative students and low creative students differ significantly.

## Findings of the study

- There is no significant relationship between Fluency, Family environment and Intelligence of male students.
- No significant relationship between male Flexibility, Family environment and Intelligence exists among male students.
- Male Originality, Family environment and Intelligence are not significant related with each other.
- No significant relationship between male Creativity, Family environment and Intelligence.
- There is no significant relationship between Fluency, Family environment and Intelligence of Female students.
- No significant relationship between Flexibility, Family environment and Intelligence exists among Female students.
- Female Originality, Family environment and Intelligence are not significantly related with each other.
- No significant relationship between Female Creativity, Female environment and Intelligence.

## Educational Implications

The study had examined the strength of creativity among senior secondary school students in relation to Intelligence and Family environment. Creativity is universally wide spread and each and every child has some degree of creativity. It is duty of parents and teachers to provide support for creative development and help the child to understand the divergent thought and to communicate his idea freely. They should provide conducive experiences and guidance and should recognize the individual creative talent. Talent and creativity in children will flower only when Family environment



is stimulating and supportive. Psychologists and educationists all over the world are now more optimistic. It is known that good parental care, good nutrition, early stimulus and a stimulating environment are most likely to increase the potential for creativity and help talent hunting and harnessing it among children to the maximum. Though the study had its limitations of time and space, yet it gives us some very interesting and useful findings. We as teacher by keeping these findings in view can recognize the special talent of the creative children and help them through special educational tasks. Once the creative students and their potential fields are located by parents, teacher, psychologists and all those who have concerned for the student and the nation have the think of ways and means to encourage and foster their creative potentials.

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