

Need patterns of high/low creative secondary school students

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Abstract: Creativity has fascinated scientists, philosophers and layman like. One of the major aims of the education is to promote creativity in pupils. Creativity was regarded as a rare quality of distinguished individuals. Again there was a notion that creativity was associated with artistic individuals only who were distinguished in various fields as painters, sculptors or writers. Thus, creativity was understood to be artistic in nature and it was usually associated with pieces of art. The main objective of this study is to know the verbal and non-verbal creativity of high/low creative secondary school students and need patterns.

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Introduction:-

Creativity has fascinated scientists, philosophers and layman like. One of the major aims of the education is to promote creativity in pupils. Creativity was regarded as a rare quality of distinguished individuals. Again there was a notion that creativity was associated with artistic individuals only who were distinguished in various fields as painters, sculptors or writers. Thus, creativity was understood to be artistic in nature and it was usually associated with pieces of art.

Thurstone (1952) argued that an act is creative if the thinker reaches the solution through a certain closure, which necessarily implies some novelty for him. To him the idea might be artistic, mechanical, theoretical or administrative if it solves an organizational problem. Guilford (1956, 1960) through his psychometric procedures has conceptualized creativity in terms of the mental abilities involved in creative performance. In his well known "structure of intellect" he sees creative thinking as clearly involving what is categorized as divergent production, which he defines as the generation of ideas or information from given information, in which the emphasis is upon variety of output from the same source. It involves innovation, originality, unusual synthesis or perspective. The factors of fluency, flexibility, originality and elaboration are included in divergent thinking category. However, he believes that redefinition, abilities and sensitivity to problems are also important in creative thinking.

One of the important approaches is to study creativity in terms of a person. The person is explained in terms of the condition of self actualization with reference to the theory of personality of Maslow. Maslow developed his theory on the ideas of hierarchy of needs at the lowest level

or the psychological needs. A number of people function only at that level. At the highest level are the self-actualizers who have growth motive in them. They rise above the general run of the people who have an integrated wholesome personality, ultimately realize the purpose of life. These self actualizing persons become far more open to experience and fully spontaneous, essential characteristics of self actualizing creativeness.

Although the concept of need has been widely used in psychology, no other theorist has subjected the concept to so careful analysis or provided such a complete taxonomy of needs as has Murray done. According to Murray (1938), "a need is a construct (a convenient fiction of hypothetical concept) which stands for a force..... in the brain region, a force which organizes perception, apperception, intellection and action in such a way as provoked directly by internal process of a certain kind but more frequently (when in a state of readiness) by the occurrence of one of a few commonly effective press (environmental forces).

The main objective of this study is to know the verbal and non-verbal creativity of high/low creative secondary school students and need patterns.

Sample

The sample for the present study was comprised of 300 children studying in 9th class in various schools of district Baramulla by using random sampling technique.

Tools used

1 Tests of creative thinking (verbal and non verbal). A battery of creative thinking tests developed by Baqer Mehdi (1973) will be used to obtain the scores on creative thinking of students.

2 Personality need inventory developed by Dr. C.P.Sharma was used to collect the data on the need patterns of the subject.

t-test and coefficient of correlation

Statistical treatment

Analysis and interpretation of data

In order to achieve the objectives formulated for the study, the data was analysed by employing t-test

Table 1. showing the difference between the mean scores of high/low creative secondary school students with respect to their verbal creative thinking

Group	N	Mean	SD	t-value	Level of significance
HCS	77	239.94	32.33	3.908	0.01 Level
LCS	77	122.44	11.45		

Table 2 showing the difference between the mean scores of high/low creative secondary school students with respect to their non-verbal creative thinking

Group	N	Mean	SD	t-value	Level of significance
HCS	77	179.55	23.2	4.642	0.01 Level
LCS	77	165.58	12.08		

Table 3 Significance of the difference between the mean scores of high/low creative secondary school students in respect to need achievement

Group	N	Mean	SD	t-value	Level of significance
HCS	77	90.2	1.07	5.88	0.01 Level
LCS	77	7.36	2.94		

Table 4 Significance of the difference between the mean scores of high/low creative secondary school students in respect to need affiliation

Group	N	Mean	SD	t-value	Level of significance
HCS	77	5.11	1.19	13.60	0.01 Level
LCS	77	8.92	3.23		

Table 5 Significance of the difference between the mean scores of high/low creative secondary school students in respect to need change

Group	N	Mean	SD	t-value	Level of significance
HCS	77	8.75	3.61	3.67	0.01 Level
LCS	77	6.8	2.98		

Table 6 Significance of the difference between the mean scores of high/low creative secondary school students in respect to need order

Group	N	Mean	SD	t-value	Level of significance
HCS	77	4.70	2.69	0.42	Not significant
LCS	77	4.9	3.24		

- HCS stands for High Creative Students (boys as well as girls)
- LCS stands for Low Creative Students (boys as well as girls)

Discussion of results:

The above tables 1 and 2 showed that high creative students showed better results on both verbal and non-verbal creativity tests as compared to low creative students. The high creative groups of children are inclined more towards two needs that is change and achievement, where as low creative groups showed more inclination towards affiliation. This can be interpreted that highly creative students have the inherent need to achieve more and more to attempt for

unraveling unknown and are not satisfied with surface meaning. They want to develop new and newer things. On the contrary low creative group of children are in need of social approval more than achieving new things. The tables 3, 4 and 5 showed that high creative students differ significantly from low creative students on need achievement, need affiliation and need change however they showed no difference on need order.

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