



Research Paper

Creative Thinking Ability of Tribal Secondary Level Students of Sundargarh District

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Abstract

Creative thinking is a comprehensive ability which is expected to vary to different degrees among different individuals. Creative thinking ability may be inherited or learned where environment also plays a convenient role in constructing differences in developing the creative potential of the youngsters. This study is aimed to describe the creative thinking ability of Tribal Secondary Schools students of Sundargarh District. Objectives of this study were: 1. To study the Creative Thinking Ability of Tribal Secondary Level Students of Sundargarh District on the basis of their Gender, 2. To study the Creative Thinking Ability of Tribal Secondary School Students of Sundargarh District on the basis of their locality. The design of the study was a descriptive survey method. It was conducted on a sample of 100 tribal (Boys = 52 & Girls = 48) secondary school students of Sundargarh District through a purposive sampling technique. The findings of the study are: 1) There exists no significant difference in the creative thinking of male and female Tribal Students of Sundargarh District, 2) There exists no significant difference in the creative thinking of rural and urban Tribal Students of Sundargarh District.

Key Words: *Creative Thinking Ability, Secondary Level Students and Tribal Students*

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I. Introduction

Creative thinking is a comprehensive ability of an individual which is free from group, caste, colour, creed and gender. It is more or less present in every individual. The ability to think creatively, which can be inherited or learned, is what gives rise to all kinds of development and advancement in the world. However, because heredity is a component that influences creativity and is outside of human control, at least the environment may be improved to foster an individual's creative abilities. In this situation, the learning environment at school is crucial for helping pupils build their capacity for original thought. School is such a place where a huge amount of scope can be provided for upholding creative thinking among the students to achieve supremacy in different aspects of life. But frequently, especially in tribal regions, there are insufficient or unequal facilities that prevent children's creative potential from being realised in the fullest sense of the word.

Creative Thinking Ability

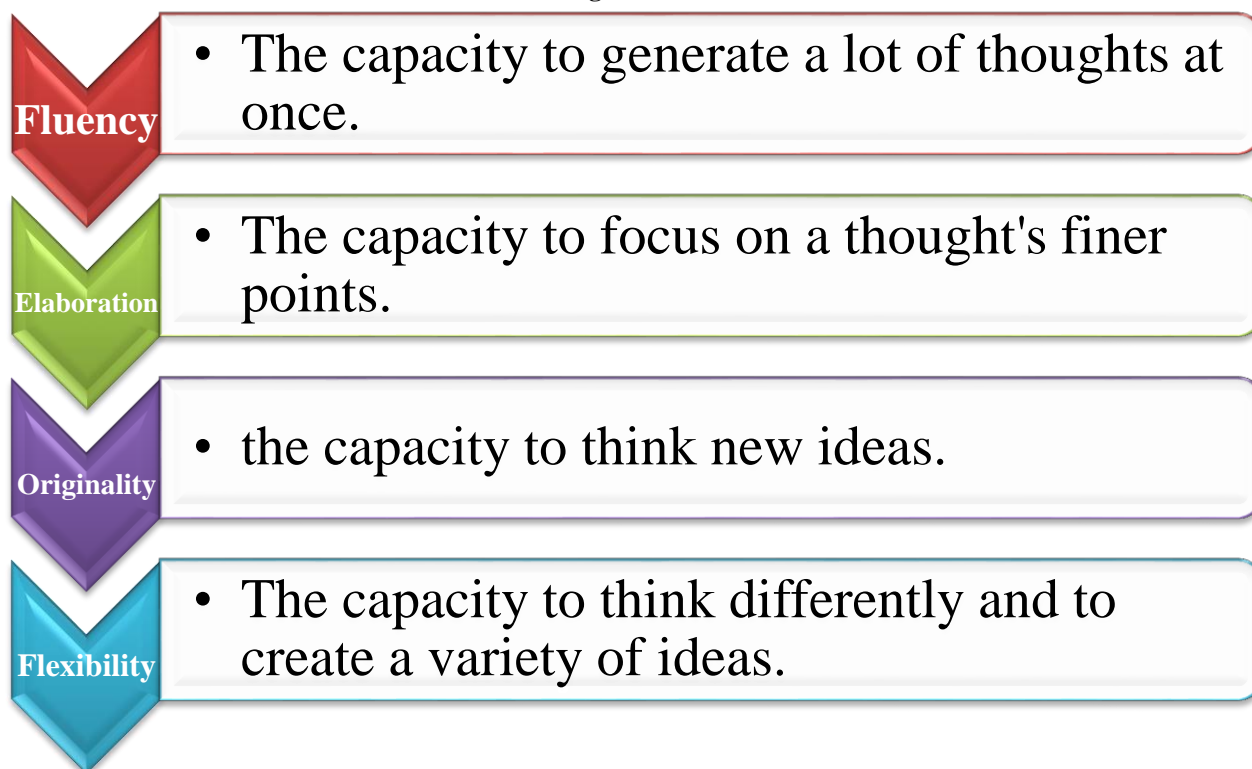
The technique of encouraging imagination and enabling people to think outside the box is known as creative thinking. Being able to develop one's capacity for creative thought facilitates invention, creation, problem-solving, and innovative communication. Creative thinkers are highly demanded in the present time of society and creative thinking is one of the potent skills needed in different fields like education, industry, jobs etc. So, When someone approaches life with an open mind, they tend to experience greater happiness and are more prepared to welcome delightful surprises that come their way. Barren(1959) defined creative thinking as the ability to bring something new into existence. Torrance (1965, 1966, 1988) described creative thinking as

the capacity to identify issues, form hypotheses, provide fresh concepts, and present solutions. According to Torrance (1988, 2000), as well as Taylor and Sackes (1981), everyone possesses some degree of creative potential, which can be enhanced through education.

Components of Creative Thinking:

Creative thinking is the process of both developing and using such creative facts and turning them into innovative, useful, and mercantile viable products, services, and business practices. Creative thinking is the skill of producing new ideas, approaches, or actions. The "Father of Creativity" Torrance defined the following four components of creativity: Fluency, Flexibility Originality and Elaboration.

Fig- 1



Tribal Secondary Students in Sundargarh District:

Sundargarh District is a tribal belt district, situated in the North-western part of Odisha. Here, 50.19% of the population is a scheduled tribe, out of which Oran, Munda and Kisan are the largest tribal groups. Tribal students in secondary schools of Sundargarh District are very creative, but it is found that some students due to lack of family support drop out of their school without completing secondary schooling. Lack of infrastructure facilities, communication facilities and trained teachers creates hindrances in their creative thinking ability skills.

Need and Significance of the Study

In any nation advancement and progress in every field depends on the creative thinking ability of its citizens. Education is the most powerful thing which helps to cultivate creative thinking ability among the individual. In our complete education system, school education plays an important role in individual as well as national development. The core aim of the school is to develop the academic skills among the children. In early times intellectual factors were considered the predictors of academic achievement. But in concurrent scenarios, research shows that creative thinking ability is the most effective predictor of academic achievement. Students must therefore alter their behaviour, thoughts, attitudes, and skills because they will eventually be judged on their accomplishments and academic performance. Every facet of human life benefits from having creative thinking skills. It may be personal or professional life and any other. Hence, creative thinking ability is necessary to bring changes in individuals and society through innovation and discoveries.

The descriptive assessment of creative thinking among sixth-grade pupils in public and private schools differs, according to Talebi & Iranejar's study (2020). The study conducted by Christopher, Julie et.al (2020) found that the achievement of students in creative thinking ability in Mathematics was not good enough as it was below average. Another study conducted by Das and Hazarika (2020) found that there is no significant

difference between rural and urban secondary school students in terms of various dimensions of creative thinking. The study conducted by Minchekaar (2017), found that cognitive style and creative thinking are poorly related to each other whereas, Bera (2017), found that there is a high positive correlation between creativity and academic achievement. Mohanty's study (2015) showed that residential school students are more creative than non-residential students. The study conducted by Pany (2014) showed that government school students have more creative thinking abilities than private school students. The study conducted by Jabeen and Khan (2013) show that high achiever has high creative thinking ability and low achievers have low creative thinking ability. Going through various studies conducted by different researchers shows that the maximum studies are done on general students but, very less studies done on Tribal and especially in the Sundargarh district of Odisha to show the creative thinking ability of tribal's secondary level school students.

Objectives of the study

1. To study the creative thinking of Tribal Secondary School Students of Sundargarh district on the basis of their Gender.
2. To study the creative thinking of Tribal Secondary School Students of Sundargarh district on the basis of their Locality.

Hypotheses of the Study

1. There exists no significant difference in the creative thinking of male and female Tribal Students of Sundargarh district.
2. There exists no significant difference in the creative thinking of male and female Tribal Students of Sundargarh district.

II. Methodology

Design: In this present study the investigators have employed a descriptive survey method to study the existing evaluation practices adopted by Secondary Schools of Sundargarh district.

Population, Sample and Sampling Technique: The population of the proposed study constituted all Secondary Schools Tribal Students of the Sundargarh district. 100 Secondary school Tribal Students of Sundargarh district were selected as samples using Purposive Sampling.

Tools and techniques of data collection: In this study, the researcher used self -made creative thinking scale for the collection of data from respondents.

Tools and Techniques of Data Analysis: In this study, the investigators have used descriptive statistics like Mean, Standard Deviation (SD) for analysing personal data and the "t" test to know the mean difference among different groups of students.

Data Analysis:

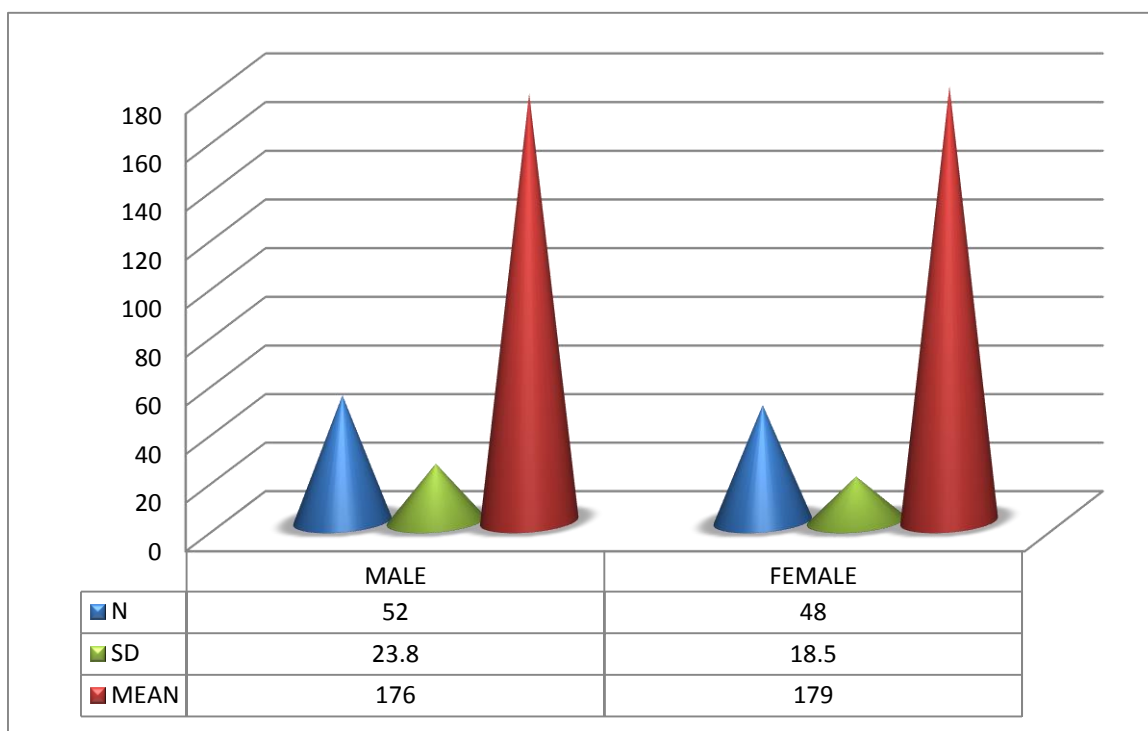
1. **Objective-1:** To study the creative thinking ability of Tribal Secondary School Students of Sundargarh district on the basis of their Gender.

Table - 1

Gender	N	Mean	SD	df	"t" value	Remarks
Male	52	176	23.8	98	0.551	NS
Female	48	179	18.5			

Not rejected at 0.05 level of significance.

Fig - 2



Interpretation: From the above table-1 and Figure-2 the independent sample t-test analysis indicates that the mean of Creative thinking of Male Tribal Secondary school students is 176 and SD is 23.8 and for female tribal secondary school students 179 and SD is 18.5. Here computed “t”- value is 0.551 and hence it is not significant at the 0.05 level. That indicates the null hypothesis cannot be rejected and there exists no significant difference in the creative thinking of male and female Tribal Students of Sundargarh District.

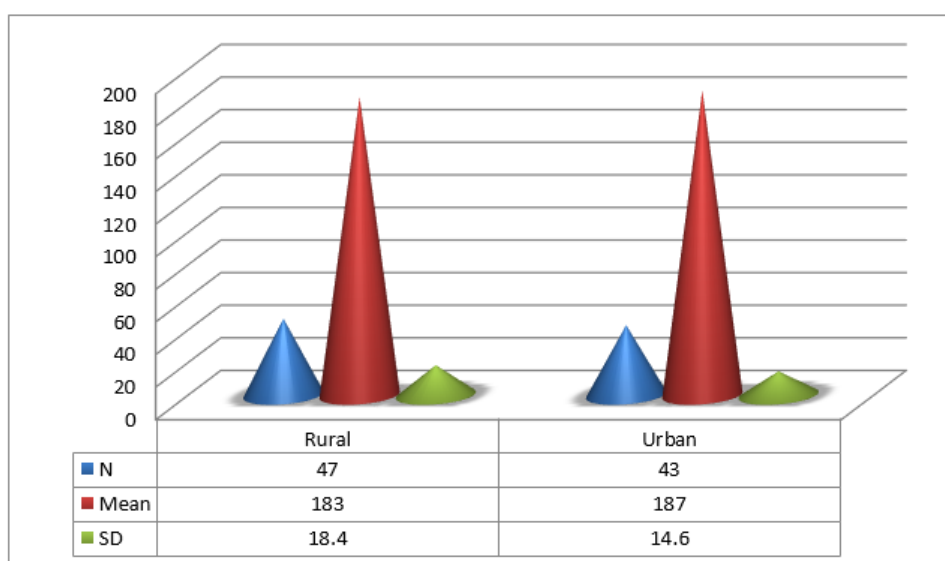
Objective-2: To study the creative thinking of Tribal Secondary School Students of Sundargarh district on the basis of their Locality.

Table - 2

Locality	N	Mean	SD	df	“t” value	Remarks
Rural	47	183	18.4	98	1.21	NS
Urban	43	187	14.6			

Not rejected at 0.05level of significance.

Fig - 3



Interpretation: From the above table-2 and Figure-3 the independent sample t-test analysis indicates that the mean of Creative thinking of rural Tribal Secondary school students is 183 and SD is 18.4 and for urban tribal secondary school students 187 and SD is 14.6. Here computed “t”- value is 1.21 and hence it is not significant at the 0.05 level. That indicates the null hypothesis cannot be rejected which means that there exists no significant difference in the creative thinking of rural and urban Tribal Students of Sundargarh District.

Findings of the Study

The major findings of the study are as follows:

- 1) There exists no significant difference in creative thinking between male and female Tribal Students of Sundargarh District.
- 2) There exists no significant difference in creative thinking between rural and urban Tribal Students of Sundargarh District.

III. Conclusion:

Now-a-days, most schools prepare their students to secure good scores in examinations in which the rote learning method is getting more emphasis. They are a little bothered about students’ understanding abilities. In this case, the creative thinking ability of the students becomes obscured. From the present, it is found that tribal students are creative and there is no significant difference in their creative thinking ability based on their gender or locality. If these students get proper care and nourishment to enhance their creative thinking ability, it will help in their harmonious development.

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