

CHAPTER VI

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SOME OUTCOMES, OBSERVATIONS

AND SUGGESTIONS

In view of the importance of identifying and paying greater attention to creative children, at least at high school level, in a progressive age like our the present one the investigator undertook to construct and standardize a test of creativity in Hindi. All the prescribed steps of a scientific approach to test construction procedure from item collection, through item selection to standardization were followed, The investigator hopes that she has been successful in formulating the final test form of creativity for the age-group of 14-16 years after establishing the validity, the reliability and the norms, sexwise and agewise.

During the process of construction and standardization, of the test some outcomes, observations and suggestions which are both interesting as well as instructive were noted by the investigator. In view of this utility and importance these outcomes, observations and suggestions have been

summarized below.

(i) The most outstanding outcome of the investigation is that for the first time in India, a test on creativity in an Indian language (Hindi) based on Indian life situation and culture pattern, and suited to Indian students in the age range of 14-16 years has been constructed and standardized.

(ii) The investigation showed that there is much scope for carrying out further researches in the field. Some of the areas that suggest themselves as result of the investigation are as given below.

(1) There is need to prepare standardized tests on creativity in all Indian languages in India.

(2) No test has so far been prepared which is culture-free. It will be very interesting to see if a culture-free test can be developed. Consequently it will be interesting to see the deviations that occur on account of ^acultural bias. It can also be seen whether such studies can yield any new dimensions of creativity.

(3) A number of research workers are at present conducting research on creativity including the present investigator. Each test, it is hoped would have identified

some students as creative. In any case the present investigation can identify such students as have a potential for creativity. It would be not only an interesting but also a logical step if an investigation of a comprehensive nature is conducted to follow the students identified as creative and see if they have done any creative work in any field. Since this would be a work of very comprehensive nature, it can be taken up by a university or an organization interested in the area of creativity. Such a work, it is hoped, would prove extremely useful to research workers in reviewing the work done or giving new directions to the work for future studies and researches on the creativity.

(4) Creativity exists in some measure amongst all. It, however, seems that it flourishes well in certain conditions and may not flourish in certain others. It would be an interesting study if an action research could be conducted to study what variables are conducive to its growth. The existing atmosphere in the schools has been critically ~~described as~~ reflected in a question: "Who has heard of a laughter in a school beyond class I?" Such a study, if conducted, is likely to offer many functional and revolutionary suggestions in the area of educational administration, school organization, curriculum,

methods of teaching and teacher education. Such a study may not be urgent in the developed countries, but it is of immediate value in the developing countries, like India, where the school systems are almost enemical to the growth of creativity.

(iii) The investigation offers interesting insights into school organizations, atmosphere, teacher authority, teaching techniques, students response to varying stimuli including that of creativity. This may be seen in the following observations:-

(1) The students were given absolute freedom to respond in any language they thought they can express freely. A little while after the students began to write the answers, the investigator was approached by some students who had started writing the answers in English to ensure if they could shift over to Hindi. They were allowed to do so. The event indicates that however much the students think they know English and can satisfactorily express themselves in it, they felt the need to cross over to Hindi. It also shows that the fittest medium through which the students can respond to the tests of creativity or any other test which requires creativeness can best be

done through the mother tongue only. It also points to the fact that such tests could give the best result if they are prepared in the mother tongue of the student. Incidentally, this justifies the effort of the investigator to prepare the test in Hindi.

(2) The students showed enthusiasm and keenness in responding to the test once they came to know that they were given full freedom to respond and that the nature of work was such as would give them full scope to exercise their creativity in any manner they wanted to write, and that each response would have great meaning for the investigator. This is in contrast to the attitude the students show to the routine type of home task which is assigned to them in the school. This indicates that slight changes in the approach of those who deal with students can make a tremendous amount of difference to the quality of response the students may give.

(3) The test demanded ^{that} the students to respond after giving considerable thought to the problem. The responses given by them indicate that they do not shirk thinking provided they are placed in a challenging position. The investigator was approached by some of the students after the test was over and they told her that they had never

thought that they could offer so many new ideas as they had actually done. They were feeling happy with this discovery about themselves. The investigation, therefore, refutes some of the common notions such as: the students of to-day are not prepared to think or that they cannot think. The truth is that once they are placed in the proper conditions, they show that they can think creatively.

(4) The atmosphere in the schools to-day is dominated by the authority of various kinds including the authority of the teacher. It was generally found that the students were much more at ease when the teacher did not stay at all in the class-room or if he went out, he did not peep in every now and then to see how his students were faring. It was also seen that as and when the teachers stayed back or kept peeping, the students showed signs of uneasiness and this probably might have influenced their performance. This indicates that there is an urgent need to remove the authoritarian atmosphere from the schools and usher in a much more relaxed and free atmosphere if we want our students to think and act creatively.

(5) The investigator administered the test in various kinds of schools including public schools, private

schools, government schools. It was found that creativity was spread all through, but the number of creative children found in public and private schools was comparatively larger in number. This can be attributed to many factors which the present investigator has not tried to explore. These schools generally give the impression of a free atmosphere and a deeper concern by the teachers in the process of education.

(6) There has always been a belief that males are more intelligent than females. This idea has been extended to the area of creativity also, and the general belief is that men are more creative than women. This study indicates that there is some truth in the belief that boys are more creative than girls, and that there are sex and age differences to some extent. This may be due to the fact that there are some more variables or factors affecting creativity, which need be studied further. The present variables need to be studied again with respect to other samples in order to confirm or revise the findings; at the same time, other variables likely to influence creativity need be studied. Findings from all such studies have considerable implications for school programmes.

(7) While the study was being conducted, it was found that an experimenter in creativity has to face tremendous difficulties for doing his/her work. Creativity is a recent development and not much work has been done particularly in India. Whatever work, however, has been done, has not been documented and is not readily available to the research students. This indicates that there is urgent need to set up a co-ordinating agency at some level either by the Government or some Educational Foundation or some Social Welfare Body. which may do so.
