

# Creativity: A Study of Secondary School Students Studying In Government School of Ranchi District

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## Abstract:

This study explores the creativity levels of secondary school students in government schools of Ranchi district, with a focus on how gender, socio-economic status, and place of residence influence creative abilities. Given the critical role of creativity in education, particularly for students from underprivileged backgrounds, this research investigates the impact of school environment and teaching methods on fostering creativity. Utilizing a sample of 60 students selected through snowball sampling, the study employed the Divergent Production Ability test to assess creativity. Statistical analyses revealed no significant gender-based differences in creativity, supporting the view that creativity transcends gender. However, a significant effect of place of residence was observed, with urban students outperforming their rural counterparts, suggesting that environmental factors like resource availability and exposure to diverse stimuli play a pivotal role in creative development. This study highlights the importance of tailored educational interventions to nurture creativity in diverse socio-economic settings, and its findings could inform policies to improve creative learning strategies in government schools across similar regions.

**Keyterms:** Creativity, Secondary school students, Gender, Socio-economic status, Place of residence.

## I. INTRODUCTION

Creativity is a vital skill that fosters innovation, problem-solving, and adaptive thinking, making it essential for the educational development of students [1,2]. In today's rapidly changing world, the ability to think creatively is recognized as a key competence, preparing individuals for future challenges [3]. Schools, as primary educational institutions, play a significant role in nurturing this potential. Among secondary school students, particularly those in government schools, creativity can be influenced by factors such as the school environment, teaching methods, socio-economic background, and access to resources [4].

In the context of government schools, especially in districts like Ranchi, where students often come from diverse and underprivileged backgrounds, fostering creativity becomes crucial [5]. Many government schools in India face challenges like limited resources, overcrowded classrooms, and traditional teaching methods, which may hinder students' creative expression [6]. Despite these challenges, students often possess untapped creative potential that can be explored and developed with the right educational support and interventions [7].

This study focuses on understanding the levels of creativity among secondary school students in government schools of Ranchi district. It aims to examine how factors such as gender, socio-economic background, and school environment influence students' creative abilities [8,9]. Additionally, the research explores the role of teachers and the curriculum in promoting creativity [10]. By highlighting the importance of nurturing creativity, this study seeks to provide insights into how government schools can better support students' creative development, ultimately preparing them for a dynamic and competitive future. The findings may inform educational policy and suggest ways to implement creative learning strategies in government schools across similar regions [2].

## II. REVIEW OF LITERATURE

Research on creativity among adolescents explores various factors that influence creative development, with numerous studies highlighting the interaction between cognitive, environmental, and emotional elements.

Khan and Mandal (2024) emphasize that creativity in adolescents can be fostered by understanding the relationship between various predictors, such as educational environments, and creative outputs through multivariate analysis <sup>[11]</sup>. Ren et al. (2024) examine the impact of insomnia on creativity in Chinese adolescents, showing that daytime disturbances positively affect creativity, mediated by an individual's need for cognition <sup>[12]</sup>. Additionally, Cullen et al. (2024) investigate how creativity can be enhanced through structured interventions, such as a creativity camp, which has been shown to reduce depression and improve well-being in adolescents <sup>[13]</sup>. In a longitudinal study by Sawada and Cheung (2024), parental autonomy support and psychological control are found to influence adolescents' creative trajectories, underscoring the role of family dynamics in fostering creativity <sup>[14]</sup>. Furthermore, Huang et al. (2023) identify mindfulness as a key factor in promoting creativity, with mind-wandering acting as a mediator and personality traits like conscientiousness and agreeableness moderating these effects <sup>[15]</sup>. Together, these studies highlight the multifaceted nature of adolescent creativity, shaped by cognitive, psychological, and environmental factors.

### III. OBJECTIVES

1. To find out the effect of gender on Creativity among secondary school students studying in Government schools of Ranchi district.
2. To find out the effect of place of residence on Creativity among secondary school students studying in Government schools of Ranchi district.

### IV. HYPOTHESES

1. There is no significant effect of gender on Creativity among secondary school students studying in Government schools of Ranchi district.
2. There is no significant effect of place of residence on Creativity among secondary school students studying in Government schools of Ranchi district.

### V. SAMPLE

The sample consists of total 60 secondary school students of Government schools of Ranchi district. Snow ball sampling was used as sampling technique.

### VI. TOOLS

The study used Divergent Production Ability developed by Sharma (2021) to measure the Creativity scores among secondary school students. The scale consists of 27 items. This test contains six tests namely, word production test, uses of things test, similarities test, sentence construction test, titles test and elaboration test in Hindi.

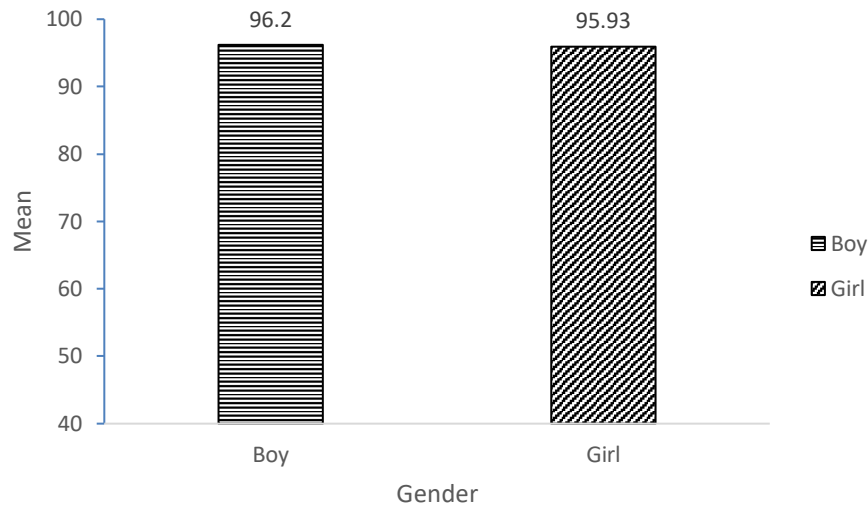
### VII. ANALYSIS

The study used Divergent Production Ability developed by Sharma (2021) to measure the Creativity scores among secondary school students. The scale consists of 27 items. This test contains six tests namely, word production test, uses of things test, similarities test, sentence construction test, titles test and elaboration test in Hindi.

**Table 1: Comparison of boy and girl secondary school students in terms of Creativity**

Group	N	Mean	SD	Mean Difference	df	t-value	p
Boy	30	96.20	8.55	0.26	58	0.12 <sup>NS</sup>	0.90
Girl	30	95.93	8.01				

\*\*significant at 0.01 level, \*significant at 0.05 level, NS: Not Significant

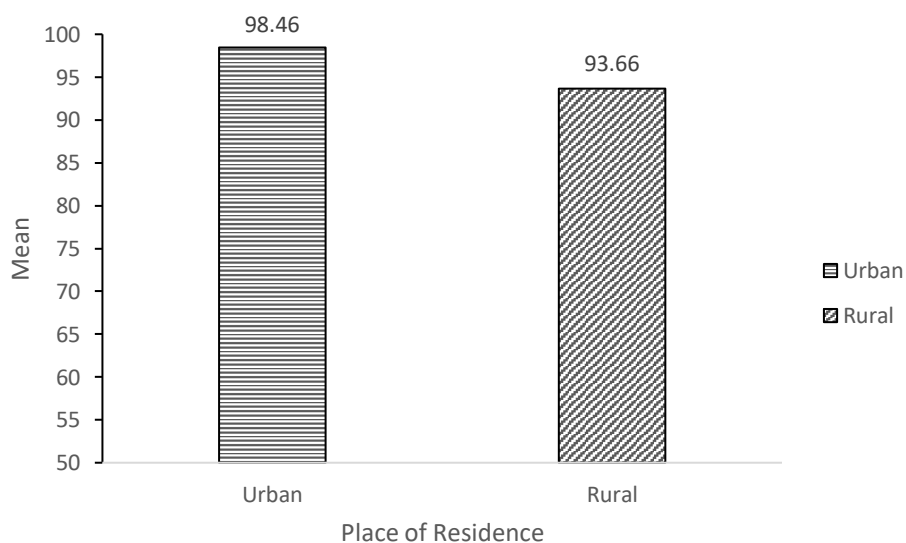
**Figure 01: Mean scores of boy and girl secondary school students in Creativity**

The mean score of Creativity among boy students ( $M = 96.20$ ,  $SD = 8.55$ ) was significantly slightly higher than girl students ( $M = 95.93$ ,  $SD = 8.01$ ),  $t(58) = 0.12$ ,  $p > 0.05$ . Hence the null hypothesis, there is no significant effect of gender on Creativity among secondary school students studying in Government schools of Ranchi district is accepted here.

**Table 2: Comparison of urban and rural secondary school students in terms of Creativity**

Group	N	Mean	SD	Mean Difference	df	t-value	p
Urban	30	98.46	8.03	4.80	58	2.34**	0.02
Rural	30	93.66	7.80				

\*\*significant at 0.01 level, \*significant at 0.05 level, NS: Not Significant

**Figure 01: Mean scores of urban and rural secondary school students in Creativity**

The mean score of Creativity among urban students ( $M = 98.46$ ,  $SD = 8.03$ ) was significantly higher than rural students ( $M = 93.66$ ,  $SD = 7.80$ ),  $t(58) = 2.34$ ,  $p < 0.05$ . Therefore, the hypothesis, there is no significant

effect of place of residence on Creativity among secondary school students studying in Government schools of Ranchi district, is rejected.

## VIII. DISCUSSION

The finding that gender has no significant effect on creativity is consistent with several studies which suggest that both male and female adolescents display similar levels of creative potential, challenging traditional assumptions that creativity is gendered. For instance, Eisler et al. (2016) argue for an un-gendered definition of creativity, stating that the perception of creativity as a male domain has been socially constructed and does not hold true across different contexts <sup>[16]</sup>. Similarly, studies like those by Negrey and Rausch (2009) indicate that while there may be gender gaps in earnings and job roles, the creativity gap is not as prominent, further reinforcing the notion that gender does not play a decisive role in creative expression <sup>[17]</sup>. However, contrasting studies such as Taylor et al. (2020) show that gender biases can affect the support individuals receive for creative endeavors in the workplace, with men reporting more organizational support for creativity, which in turn enhances their creative output in professional settings <sup>[18]</sup>.

In contrast, the significant effect of place of residence on creativity has been widely documented, with several studies supporting the notion that environmental factors, such as urban versus rural settings, play a critical role in shaping creative capacities. Urban environments, with their diverse stimuli and resources, tend to foster higher levels of creativity compared to rural areas. This is supported by the work of Cavalcanti (2024), who discusses how urban spaces can serve as hubs for creative development, particularly for those in diasporic or transnational contexts <sup>[19]</sup>. These findings suggest that while gender may not significantly impact creativity, the environment plays a crucial role in influencing creative expression, aligning with broader theories of environmental psychology.

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