

Studies Of Creativity Level Among The Pre Adolescent Girls And Boys Across Middle And Lower Socio Economic Status

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(Received : April, 2019 : Revised :April, 2019; Accepted :April, 2019)

Abstract

Presented paper deals with the investigation on level of creativity in pre adolescence among middle and lower socio economic status, tested by applying Baquar Mahdi's creative thinking test and respectively the parent occupation, parents education status and family income, for calculating socio economic status by administrating Kuppuswamy's revised by R. Sharma scale. Thus the 100 Pre-adolescents girls and boys (50 girls and 50 boys) 50 belonging to MSES and 50 belonging to LSES in the age group of 10 to 12 Years. Find out the frequency and percentage of the respectively analyzing data.

Keyword:creativity, pre-adolescence, lower, middle, socio economic status.

Introduction

Creativity appears early in a life and its shows in the child's play. Gradually it spread to other area of life. Studies of creative production of men and women showed that creativity normally reaches its peak during the thirties and either remains on a plateau of gradually declines. Adolescence is a period of transition between playful childhood and responsible adulthood. Preadolescence can bring its own challenges and anxieties. In some individuals (particularly females), puberty begins in the pre adolescent years. Studies indicate that the onset of puberty has been one year earlier with each generation since the 1950s. Adolescence is a process, rather than a period of achieving the desired growth, attitude, beliefs and methods for effective participation in society as an emerging

adult. Hurlock (1978), Laura E. Berk (2007), Papalia (2005) reported that the development of creativity may be abstracted at several "critical period" during childhood and adolescence. Some children are subjected to environmental factor that result in satisfying their creativity at these period while other children of the same age are not. This will help to parents, educator and researcher to promote creativity in children to achieve overall development of children from various socio-economic status. The Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work knowledge and of an individual or family's economic and social position in relation to others, based on income, education, and occupation. When analyze a family's SES, the household income, earners' education, and



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Published by Indian Society of Genetics, Biotechnology Research and Development,
5, E Biotech Bhawan, Nikhil Estate, Mugalia Road, Shastripuram, Sikandra, Agra
282007

Online management by www.isgbrd.co.in

occupation are examine, as well as combine income, versus with an individual, when their own attribute are assessed.

Methodology

The present study and cross sectional survey research methods were adopted to collect the data so that an unbiased representation of population could be achieved. The study was conducted in Allahabad. Allahabad city was purposively selected for the present study. Pre-adolescents in the age group of 10 to 12 Years belonging to lower, middle and upper socio economic group were selected from schools of Allahabad city using stratified random sampling technique. The total sample for the study comprised of 100 pre adolescents (25 boys and 25 girls) from which 50 pre-adolescents were taken from the middle socioeconomic status, and 50 pre-adolescents (25 boys & 25 girls) were taken from lower socioeconomic status. Secondary school boys and girls were randomly selected from the six schools from Allahabad city.

Tools and Tests: The Socio Economic Status (SES) of the sample was ascertained using

Kuppuswamy (1962). The revised scale is given by **Sharma (2017)**, three factor index of socio economic status which uses the occupational, educational and economical levels of parents in each household. Each of three variables are assigned to obtain total score on socio economic status of families. The maximum possible score on scale is 29; with a minimum of 3. The partial correlation substantiated the above conclusion ($r_{1-23}=0.534$, $r_{2-13}= 4.78$ and 4.88). **Verbal Test of Creative Thinking** developed by **B. Mehdi (2009)** has been constructed with a view to identify creative talent at all stages of education, except pre- primary and primary. The type of tasks included in the test have been chosen so that they could be most easily and economically administered over a wide age range of sample starting from the middle school and going up to the graduate level. In the preparation of the verbal test of creative thinking tasks pertaining to three traits viz. Fluency, flexibility, and originality have been used.

Total retest reliabilities of the factor score and the total creativity score (N=31)

Fluency	Flexibility	Originality	Total Creativity Score
0.945	0.921	0.896	0.959

Scoring procedure for level of creativity thinking

Higher	51 and Above
Average	26-50
Lower	1-25

Percentage:

Frequency and percentages were calculated for preparing personal and socio-personal profile, creative thinking and socio-economic background of adolescence.

$$\text{Percentage} = \frac{\text{Scores obtained}}{\text{Maximum Scores}} \times 100$$

Result And Discussion

The data collected was coded, tabulated and analyzed by using to meet the objectives of the study.

Table no: 1 Distribution of girls in reference to their creative thinking across middle and lower socio economic groups.

Level of Creative thinking	Middle Socio Economic Status		Lower Socio Economic Status	
	Frequency (n=25)	Percentage (%)	Frequency (n=25)	Percentage (%)
High	02	08	02	08
Average	05	20	02	08
Low	18	72	21	84

Fig: 1 Level of Creativity of Girls during Pre-Adolescence in Middle and Lower Socioeconomic Groups.

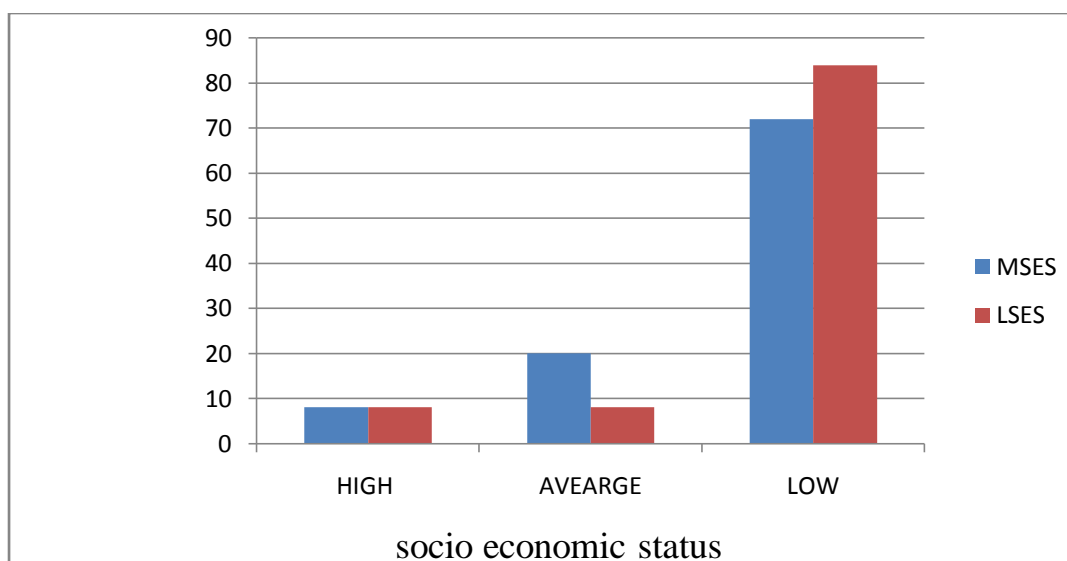


Table: 1 and figure: 1 describes the distribution of the pre adolescent girls into levels of creativity across middle and lower socio economic groups. In the middle socio economic group also maximum numbers of girls (72%) were found with lower creative thinking followed by 20 per cent with average creative thinking. Only 8 per cent of the girls were found with higher creative thinking in this group. In lower socio economic group also maximum (84%) of the girls were found with low creative thinking followed by 8 per cent girls having average creative thinking and the same percent having higher creative thinking.

From the results it was witnessed in middle and lower socio economic groups the level of creativity in girls has been found of the same level. These findings could be attributed to their age, for young adolescents, the intense pressure to conform, fit in, and not stand out in one key factor for the loss of creativity. Girls these days are very less interested in verbal and non-verbal activities. They spend most of their time in physical appears, playing with friends, watching television or on the social media. Similar interpretations were found by the findings of **Mankar et al. (2011)** who also reported that creative ability of children was not affected by socio economic status of the family.

Table no: 2 Distribution of boys in reference to their creative thinking across middle and lower socio economic groups.

Level of Creative thinking	Middle Socio Economic Status		Lower Socio Economic Status	
	Frequency (N=25)	Percentage (%)	Frequency (N=25)	Percentage (%)
High	02	08	02	08
Average	04	16	03	12
Low	19	76	20	80

Fig: 2 Level of Creativity of Boys during Pre-Adolescence in Middle and Lower Socioeconomic Groups.

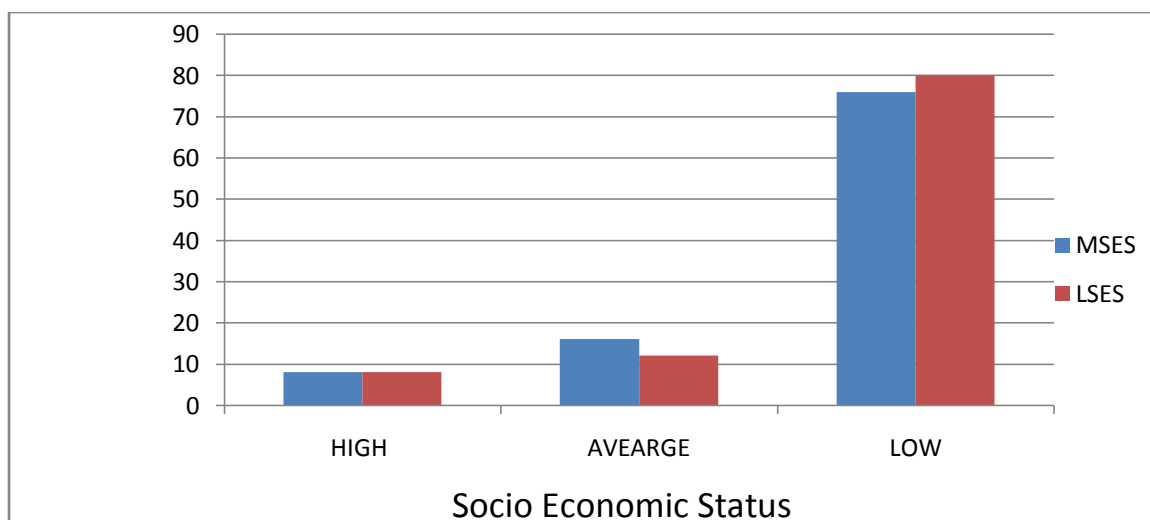


Table.2 and figure.2 describes the distribution of the pre adolescent boys into levels of creativity across middle and lower socio economic groups. In middle socio economic group also maximum numbers of boys (76%) showed lower creative thinking followed by 16 per cent with average creative thinking and only 8 per cent of the boys exhibited higher creative thinking in them. In lower socio economic group as well 80 per cent of the boys were found with lower creative thinking followed by 12 per cent boys with average

creative thinking and only 08 per cent of the boys showed higher creative thinking in them.

The possible reason may be that boys these days are very less interested in verbal and non-verbal activities and more over it is imperative at this age to conform the ground by performing the similar activities. They spend most of their time in either playing games, or watching T.V or on the social media. Similar interpretations were also found by **Sharma and Jarial (1980)** who reported that students of upper, middle

and low socioeconomic status did not differ significantly in verbal flexibility, originality and total creativity.

Conclusion

In conclusion, relevant conclusions about what has been found in this study are highlighted. Finally, it ends with a number of recommendations for action and future research. This will help to parents, educators

and researcher to promote creativity in children to achieve overall development of children from various socio-economic status. The research concluded that level of creativity is an independent phenomenon, which having a slightly various from each other which is not related with any occupation or availability of material things. Creativity is a potential and can developed through positive reinforcement & motivation in children.

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