

# Creativity of Senior Secondary School Students with Regard to their Locus of Control



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## Abstract

The present study aims to find out the difference between Creative students in relation to their Locus of Control. It also aimed at knowing about the difference between Creative Urban male/female students of Class XI and XII of Government Urban and Rural Schools. Schools of Garhwal Region, both, Government constituted the Universe of study. By using Random Sampling Technique, a sample of 135 male and female students was drawn for the study. The verbal test of Creativity developed by Mehdi (1985) was used. Rotter's Locus of Control Scale was applied in its Hindi version, as modified By Kumar and Srivastava (1985).

Results revealed a significant difference between Male and Female Creativity of students Government/Private Senior Secondary Schools, both Urban and Rural. On the other hand, there was no significant difference between Creative (male/female) students regarding Locus of Control.

**Keywords** Creativity, Locus of Control.

## Introduction

Simpson (2001) suggests that creativity can be fostered if the work climate is right in the following areas; challenged and involvement, freedom, trust/openness, idea time, playfulness/humour, conflict resolution, idea support, debates and risk taking. Chawla (1976) reported that high creative's were more sober and more intelligent than low creative's. Rahman and Hussain (1973) found that high creative had less need for social approval. Jarial (1979) in his study found that low creative's were less intelligent, sober, prudent, serious, taciturn, suspicious, self-opiniated, hard of goal, tense, frustrated, driven and wrought. Verma (1979) also found similar results. McIntyre (1993) suggests that creativity can be encouraged through students doing various creative exercises.

The new Encyclopedia Britannia (2002) defines 'Creativity' as the ability to make or otherwise bring into existence something new and worthwhile, whether a new solution to a problem, a new method of device or new artistic object or form. Gakhar (2009) says that creativity is regarded the greatest asset of mankind, it is the ability that is most vital for shaping the future of our generation. Creativity enables us to learn language, meaningful writing skills and arts. Creative acts not only effect scientific and creative individuals are the backbone of the nation. Creativity is not a gift, but a basic ability of all human beings and it needs nurturing among the children right from the school stage.

Rotter (1966) explained Locus of Control as a key dimension to self-efficacy, self-concept and individual differences variable which is stable over time and across situation. Locus of Control is a personality construct, an expectancy variable, referring to an individual's perception of the place, events and the degree if personal Control that one has over the reinforcements e.g. events, stimuli or state of affairs that change subsequent behaviour when it temporarily follows an instance of that behaviour.

The potential for any behaviour to occur is a function of the individual's expectancy that the behaviour will be effective in securing a desired goal or reinforcement. A sense of personal control (internality) has been correlationally linked to numerous indices of positive mental health, whereas externality has been linked with emotional instability. Seeman (1959) found that externals are "Psychologically powerless" and vice-versa. Verma (1997) reported that high creative's had significantly more internal control than the low creative's. Verma (1980) his study indicates the students who were highly creative were internal control and SES variables proved to be insignificant in Locus of Control Studies on creativity are an

important area of research. The present study limits itself to Senior Secondary students of Garhwal region from amongst whom a sample was drawn. It attempts to find out the difference between creative students in relation to their Locus of control.

**Objectives of the Study**

1. To compare Creative (male/female) students in respect to Locus of Control by dividing them into group coming from Government Senior Secondary Schools from Urban v/s rural areas.
2. To compare the Creative group of (male/female) students in respect of Locus of Control from groups hailing from Private Secondary School of Urban v/s Rural areas.

**Hypothesis**

1. The creative group of government Senior Secondary School of urban/rural areas (male/female) do no significantly regarding Locus of Control.
2. There exists no significant difference between Creative groups of Private (urban/rural) Senior Secondary School (male/female) regarding Locus of Control.

**Sample and Sampling Technique**

The present study is conducted in Government (Urban/Rural) Senior Secondary School (male/female) students and Private (urban/rural) Senior Secondary School (male/female) students of Garhwal region. The students are pursuing class XI and XII. Keeping in view the adequacy and representative quality of the sample a Multistage Random Sampling was drawn. A total of 135 students were selected. The number of male students was 82 and female students were 53.

**Tool of the Study**

To collect data regarding Creativity and Locus of Control the following tools were selected: 1. Verbal Test of Creative Thinking developed by Mehdi (1985). 2. Rotter's Locus of Control Scale adopted by Kumar and Srivastava (1985) in Hindi Version.

**Statistical Procedure Adopted**

To test the null hypothesis, Statistical technique like Mean, Standard Deviation (SD) and Critical Ratio were computed.

**Analysis and Interpretation of Data**

The following statistical analysis were employed for arriving at conclusion i.e., concerned differences. The results have been presented in table 1, 2,3,4,9. Table 1- it is broadly admitted that creativity has a direct relationship with Locus of Control. Creative students are generally more 'sensitive' as compared to others.

**Results and Discussion**

**Table-1**

Significance difference between Creative Groups on Locus of Control of Government Urban school male and female students.

| Dimension        | Male<br>N=28<br>M | SD   | Female<br>N=8 M | SD   | 't'<br>df=34 |
|------------------|-------------------|------|-----------------|------|--------------|
| creativity       | 22.30             | 3.42 | 28.50           | 1.40 | 7.9**        |
| Locus of Control | 8.85              | 3.52 | 9.75            | 2.72 | 0.77ns       |

Significant at 0.01 level of.

**REMARKING : VOL-1 \* ISSUE-9\*February-2015**

Table 1 exhibits that Government (urban) school female students scored significantly higher mean (M=28.50) values in comparison to male (M=22.30) students. But it has become clear that there is significant difference between male and female Creative students belonging to Government (urban) schools. The result reported in table 1 shows insignificant difference between Government (urban areas) schools male and female students on Locus of Control. Creative female students scored slightly higher mean values on Locus of Control in comparison to male student. The above results get support by the findings of Aggarwal and Verma (1977) who reported that the high creative were significantly more internal than low creative. Hence, the null hypothesis stated that 'there is no significant difference between Govt. Urban schools male and female students regarding creativity and locus of control, partially rejected and partially accepted.

**Table-2**

Significance difference between Creative Groups on Locus of Control of Government (Rural) school (male) and (female) students.

| Dimension        | Male<br>N=28<br>M | SD   | Female<br>N=15<br>M | SD   | 't'<br>df=26 |
|------------------|-------------------|------|---------------------|------|--------------|
| creativity       | 27.34             | 2.00 | 18.62               | 3.13 | 8.74**       |
| Locus of Control | 8.26              | 3.29 | 7.56                | 2.41 | 0.63ns       |

Significant at 0.01 level of.

Table 2 revealed that Govt. Rural schools male students scored higher mean (M=27.34) values in comparison to their counterpart female students (M=18.62) creativeness. It is clear from the table 2 that the observed difference in mean scores are significant at 0.01 and 0.05 level. The ('t' =0.63) value show insignificant difference on the variable of Locus of control. It suggest that gender discrimination of the students has got statistically significant on their internal and external Locus of control. The above results get support by the finding of Verma (1980). His study indicates that students who were highly creative were internal locus and SES variables proved to be insignificant in Locus of control. Thus the hypothesis is partially rejected and partially accepted.

**Table-3**

Significance difference between Creative Groups on Locus of Control of Private (Urban) school (male) and (female) students.

| Dimension        | Male<br>N=28<br>M | SD   | Female<br>N=20<br>M | SD   | 't'<br>df=46 |
|------------------|-------------------|------|---------------------|------|--------------|
| creativity       | 23.16             | 2.22 | 20.60               | 2.32 | 3.93**       |
| Locus of Control | 5.80              | 2.99 | 5.60                | 2.40 | 0.25ns       |

Significant at 0.01 level of.

Table 3 depicts the value calculated between means of creativity scores of Private (Urban) school and female students. The table 3 indicates that in comparison to Private Urban school male student (M=23.16) scored higher mean value than their counterpart female students (M=20.60). But the 't' value is found to be significant at 0.01. The result revealed that there is no significant difference between Private school male and female students on

Locus of control; on other words they are equal on their internal and external personality construct.

Hence the hypothesis that there is no significant difference between Private Urban school male and female students regarding creativity and Locus of control partially rejected and practically accepted.

**Table-4**

Significance difference between Creative Groups on Locus of Control of Private (Rural) school (male) and (female) students.

| Dimension        | Male<br>N=13<br>M | SD   | Female<br>N=10<br>M | SD   | 't'<br>df=21 |
|------------------|-------------------|------|---------------------|------|--------------|
| creativity       | 23.72             | 2.89 | 17.10               | 1.48 | 7.19*        |
| Locus of Control | 9.64              | 2.87 | 8.10                | 1.74 | 1.04ns       |

**Significant at 0.01 level of.**

The result reported in Table 4 shows significant difference between male and female creative students belonging private (Rural) school on the creativity variable, as their mean values of creativity are significantly different at 0.01 level of significance. Table 4 shows that the mean value of (Rural) Private creative male is higher (M=23.72) than the mean value of female (M=17.10). This is indicating the fact that the Rural Creative male group was higher on creativity. From the observation of Table 4, it becomes clear that there is no significant difference between male and female creative students belonging to Private Rural School on Locus of control variable, because their mean scores could not reach any level of significance. This indicates that both the groups are similar so far as Locus of control is concerned. Both the groups almost similar on Locus of control. Hence, the null hypothesis is partially rejected and partially accepted.

**Discussion**

On analyzing the data concerning creativity and Locus of control, it is confirmed that Locus of control plays a significant role in determining creativity among school students. It was also found that creative students belonging to government Rural school as well as Urban areas showed insignificant difference between creativity and Locus of control. In the Rural/Urban areas, creative students were found to be significantly different. It was surprising those Government/Private schools of Rural/Urban areas creativity was insignificantly related to Locus of control.

On the basis of the above results, it can be said that in rural government school's students are given some sort of reinforcement for creativity, that was why they had shown positive and significance difference between creativity. In most of the cases the difference between creativity and Locus of control was insignificant. It seems that in majority of schools belonging to Urban as well as rural areas, creativity

REMARKING : VOL-1 \* ISSUE-9\*February-2015 was a neglected aspect of education. From the above observation it is also clear that creative motivation and reinforcement both, are absent from the education of senior secondary schools of hilly areas. Poon Teng Fall (2000) suggests diversity in the classroom setting through changing the physical environment, the learning tools, and class discussion. It is suggested that through unique experience, unique cognitions will be encouraged. By changing the environment and learning tools, children will be able to make better connections between things and thoughts and will not be restricted. By encouraging class discussion, banter and wit will be encouraged along with the sharing of ideas and experiences.

**Finding**

The data obtained on creativity and Locus of control revealed that in Urban/Rural Government School, creative male students were significantly difference from creative female students. The creative student did not different significantly on Locus of control in Urban Private schools as well as Private Rural schools. From this result the hypothesis concerning Locus of control is partially confirmed. It can be said that particularly hilly and remote areas teaching should be changed according to the educational needs. Educational need is to prepare and train the teachers to make their teaching learning effective.

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