

PREDICTORS OF CREATIVITY

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Abstract

The present study was conducted with the aim of determining predictors of creativity among senior secondary school students of Rohtak District. Data of 300 (150 male and 150 female) students was collected and analyzed by using stepwise multiple regression. Main findings were: Espirit (as a dimension of organizational climate) turned out to be the most important predictor of creativity. Personality Factor C (affected by feelings Vs emotionally stable) turned out to be the second important predictor of creativity. Anxiety turned out to be the third important predictor of creativity. Personality factor Q₄ (Released Vs Tense) turned out to be fourth important predictor of creativity. Humanized-thrust (a dimension of organizational climate) turned out to be the fifth important predictor of creativity. Personality factor Q₃ (undisciplined Vs controlled) turned out to be the sixth important predictor of creativity. Personality factor A (Reserved Vs outgoing) turned out to be the seventh important predictor of creativity. Urban/rural (residential background) turned out to be the eighth important predictor of creativity. Production- emphasis (dimension of organizational climate) turned out to be the last important predictor of creativity.

Key words: Creativity, Anxiety, Personality, Organizational climate.

INTRODUCTION

The traits of imagination cultivating into creativity of some artistic, scientific or religious formations makes the man stand on a higher pedestal above all other living beings. He is overjoyed to see the enormous beauty of nature and his creative mind combined with imagination is source of all cultural, social and scientific achievements.

Since creativity is exclusive human trait, it helps to achieve dignities and meaningful life identical to this infinite universe.

“Every man has the need to use his energies and powers in creative work. Whether it may be in the area of agriculture of mechanical labour or craftsmanship or office activity or

in the case of women, the development and enrichment of home, there is no man or woman who can find true happiness if creativity is thwarted” William L. Doty.

Creative talent is necessary for — increasing personal satisfaction, enhancing problem solving abilities, fulfilling our potentials and so on. It is necessary because the complexity of our world is increasing exponentially day by day. Our survival as species is dependent on our ability to respond to world problems with creative solutions, like global warming, ecological balancing, fuel shortage, food shortages, nuclear proliferation, nuclear waste disposal, disease, pestilence, spoilage of the environment, crime, urban blight and so on..... So it is necessary to explore and identify predictors of creativity, so that creativity may be nurtured among school students who are our future hope.

OBJECTIVE OF THE STUDY

1. To identify the role of personality factors (A, B, C, E, F, G, H, I, L, M, N, O, Q₁, Q₂, Q₃, Q₄), Anxiety, organizational climate and its dimensions (disengagement, aloofness/alienation, esprit, intimacy, psycho-physical hindrance, consideration/controls, production-emphasis and humanized thrust) in determining creativity among senior secondary school students.
2. To identify the role of personality factors (A, B, C, E, F, G, H, I, L, M, N, O, Q₁, Q₂, Q₃, Q₄), Anxiety, organizational climate and its dimensions (disengagement, aloofness/alienation, esprit, intimacy, psycho-physical hindrance, consideration/controls, production-emphasis and humanized thrust) in determining fluency among senior secondary school students.
3. To identify the role of personality factors (A, B, C, E, F, G, H, I, L, M, N, O, Q₁, Q₂, Q₃, Q₄), Anxiety, organizational climate and its dimensions (disengagement, aloofness/alienation, esprit, intimacy, psycho-physical hindrance, consideration/controls, production-emphasis and humanized thrust) in determining flexibility among senior secondary school students.
4. To identify the role of personality factors (A, B, C, E, F, G, H, I, L, M, N, O, Q₁, Q₂, Q₃, Q₄), Anxiety, organizational climate and its dimensions (disengagement, aloofness/alienation, esprit, intimacy, psycho-physical hindrance,

consideration/controls, production-emphasis and humanized thrust) in determining originality among senior secondary school students.

HYPOTHESES

1. Personality factors, anxiety, organizational climate and it's dimensions will have significant role in determining creativity among senior secondary school students.
2. Personality factors, anxiety, organizational climate and it's dimensions will have significant role in determining fluency among senior secondary school students.
3. Personality factors, anxiety, organizational climate and it's dimensions will have significant role in determining flexibility among senior secondary school students.
4. Personality factors, anxiety, organizational climate and it's dimensions will have significant role in determining originality among senior secondary school students

DELIMITATIONS OF THE STUDY

1. The geographical area of the study was delimited to the senior secondary schools of Rohtak district in Haryana.
2. Only 300 adolescents were selected on multi-stage random basis.
3. Since creativity covers a wide area, the research was delimited to verbal test of creativity; only three components of creativity viz.: fluency, flexibility and originality were taken into consideration for the requirement of the study. It was decided to use
‘Verbal Test of Creativity Thinking by Baquer Mehdi.’

METHOD OF THE STUDY

Descriptive method was used to carry the study.

SAMPLE OF THE STUDY

In the present study, 300 senior secondary school students of Rohtak district in the State of Haryana formed the sample.

TOOLS USED

1. Verbal Test of Creative Thinking (T.C.W) by Baquer Mehdi.
2. 16 P.F. Test form A by R.B. Cattell.
3. Sinha's Comprehensive Anxiety Test (Dr. A.K.P Sinha and Dr. R.P. Singh)
4. School Organizational Climate Description Questionnaire (SOCDQ) developed by Motilal Sharma.

RESULTS OF THE STUDY

For identifying the role of 16 personality factors, anxiety, organizational climate and it's dimensions in determining creativity, stepwise multiple regression was carried out and the results are given in Table below:

Table : Determinates of creativity among senior secondary school students

N=300

S. No.	Model	R	R Square	F Value	Beta	Std.Error
1	Constant Predictors: ESPRIT	0.48	0.23	90.04	-54.96 6.18	14.79 0.65
2	Constant Predictors:, ESPRIT	0.58	0.34	75.45	-58.98 5.35	13.78 0.61
3	Constant Predictors, ESPRIT, C, ANXIE	0.62	0.38	61.54	-9.20 4.70	16.91 0.61
4	Constant Predictors, ESPRIT, C, ANXIE, Q ₄	0.64	0.41	50.56	-23.05 4.81	17.14 0.60

5	Constant Predictors: ESPRIT, C, ANXIE, Q ₄ , THRUST	0.66	0.43	44.26	-61.80 3.70	20.29 0.67
6	Constant Predictors: ESPRIT, C, ANXIE, Q ₄ , THRUST, Q ₃	0.66	0.44	38.45	-62.04 3.47	20.13 0.67
7	Constant Predictors:, ESPRIT, C, ANXIE, Q ₄ , THRUST, Q ₃ , A	0.67	0.45	34.25	-46.74 3.20	2.02 0.68
8	(Constant) Predictors, ESPRIT, C, ANXIE, Q ₄ , THRUST, Q ₃ , A, RU	0.68	0.46	31.33	-44.63 3.10	20.84 0.68
9	Constant Predictors:, ESPRIT, C, ANXIE, Q ₄ , THRUST, Q ₃ , A, RU, EMPHASIS	0.69	0.47	28.57	-28.86 3.75	22.20 074

The dimension of organizational climate i.e. esprit has turned out to be the most important predictor of creativity (total scores). The multiple 'r' is 0.48 and it accounted 23% of the variance alone. The next significant predictor was factor C (affected by feelings v/s emotionally stable). It accounted 11% of the additional variance.

Another important predictor was anxiety and it accounted about 4% of additional variance. The next important predictor was personality factor Q₄ (Relaxed v/s Tense), it accounted about 3% of additional variance. The next important predictor was humanized-thrust (dimension of organizational climate) and it accounted 2% of additional variance. Another important predictor was personality factor Q₃ (Undisciplined v/s controlled) and it accounted 1% of additional variance. The next important predictor was personality factor A (Reserved v/s outgoing) and it accounted about 1% of additional variance. The next important predictor was urban /rural and it accounted about 1% of the additional variance. The last important predictor was production- emphasis and it accounted 1% of additional variance.

Espirit, personality factor C, anxiety, personality factor Q₄, humanized- thrust, personality factor Q₃, personality factor A, Rural/Urban and production- emphasis taken together, accounted 48% of the variance in creativity total scores, rest of the predictors were non-significant hence excluded from analysis.

EDUCATIONAL IMPLICATIONS

This study may prove beneficial for teachers, parents school administrators, policy planners, teacher educators, researchers as well as for curriculum developers. Parents at home and the teachers in classroom situations always have the opportunity to nurture creativity among students. They may channelize a child's creative energy into constructive dimension. They should not block their divergent thinking. But they should act as facilitators for the same. Student's unusual ideas must be welcomed at home as well as in classroom, rather their unusual ideas should be kept in record. Teachers and parents should give such type of environment to children so that they can touch the edge of their imagination. Their original responses should be welcomed and they should be encouraged to bring the solutions or ideas which have not been expressed by someone else.

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