



# A study of creativity of gifted and slow learner students at secondary level

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## Abstract

The aim of this study to find out the creativity of gifted and slow learner students at secondary level. The survey method was used in this study. A total sample of 100 gifted and slow learner students at secondary level were selected by using the simple random technique. The result was found that there is a significant difference in creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Fluency and Originality and there is found no significant difference in creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Variety.

**Keywords:** Creativity, Gifted Students, Slow learner Students.

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## Introduction

Creativity is mainly related to originality or innovation. Positivity is reflected in a new way of thinking about a problem or finding a solution. In other words, it can be said that creativity is the ability that enables a person to think and think in a new way to find a scholarly solution to a problem. Creativity is the ability to think and act in a new way that is different from the prevailing way.

In the words of Drewhl, "Creativity is the human ability by which he presents a new creation or idea."

Creativity is essential for human activities and accomplishments. Creative does not mean scientists or artistic creations, creativity is found in the action of any person. Creativity is found in the work or business of every person working in the society. Any free expression that the child expresses through language, visual, art, music, movement and dynamics and expresses his feelings, this brings perceptual clarity and emotional intensity for

expression, there is a change in the behaviour of the child. It's called creativity.

Creativity is such a quality of a person that apart from the traditional methods, innovation and originality are included. If any work is done in such a way that no one else has done that work, then that work is considered as creativity. Like the first steps taken by humans on the moon, new inventions, the latest means of Internet computer telephone, progress in agriculture, science and commerce, etc. are the result of creativity. Although in general, creativity itself includes other components besides originality, as Guilford wrote, "Creative creativity includes not only originality but also the qualities of flexibility, fluency and inspirational disposition."

In fact, creativity is the expression of creativity in life. Creativity refers to the ability of man to do something new and original. Every creature has creativity according to its species characteristics. But the creativity is relatively high in man because of his high mental



abilities. Some people are more creative and some less.

In the modern perspective, "creative" is the most important, hypnotic and worrying topic, because the rapid progress made in various dimensions of economic, psychological and technological, etc., affecting and changing every aspect of human society, is actually the individual's 'Creative Ability'. Human beings have the power of creativity, due to which it helps in the development of society.

According to Indian philosophy we are part of the Almighty God. That is why we all have same qualification, some in higher level and others in lower level. All the qualities are found naturally in some people and the other hand these qualities have to be developed in some people. Recognizing the importance of creativity and personality for the progress of the country in this era of rapid change, we find that the advent of change and innovation in human life is a natural quality. That is found in all individual. But it is found in less in some and more in some. It is often believed that only writers, poets, painters, scientists, film actors etc. are creative and highly personable, but in today's time this idea is not valid as it has been proved by psychologists and bio-scientists. Not only gifted students but slow learners are also the architects of the country. Precious talent is hidden within them. It is important to develop their personal characteristics. No child is equal in terms of physical and mental qualities. Any two people may look the same, but they are not the same. Even two twins are not equal. Even if they are same gender. In the context of teaching learning, many types of boys and girls are found in the world. Children who are very good in terms of learning are called gifted, their intelligence is very high. There are some children who are unable to do their work well, their mind is not so sharp, and they lag behind in his class. They are called slow learners. Each human being differs widely from another in its emotions, inspiration, learning, remembrance and forgetfulness, contemplation, intellectual ability, but all types of children have their own distinct

characteristics. Be it a gifted child or a slow learner child, creativity is found in both

### **Review of literature**

Review of related literature is a very important aspect for conducting research. A literature review is a compilation and description of the studies which have already been done by various researchers in the particular field or topic. Actually, it is a link between the research proposed and the studies already done. A review of literature is the careful study of the research journals, books, dissertation, thesis, magazines, encyclopaedias, abstracts, international yearbooks, articles, surveys etc.

- Pathak, Nirupama (2020) carried a research on study of gender difference in creativity in relation to mathematically gifted students of higher secondary school. The objective of this study was to study gender difference in creativity- (Fluency, flexibility and originality) of mathematically gifted students of higher secondary schools. Descriptive survey method was used to study the creativity of the mathematically gifted students of higher secondary school. The subjects were selected with the help of stratified random sampling technique. A sample of 600 students of class 11 was selected for this study. Verbal Test of Creative Thinking by Baquer Mehdi and mathematical gifted and non-gifted criterion used to collect data. Results of the study revealed that there is no statistically significant gender difference exist between Boys and Girls in relation to giftedness in mathematics and in all the variables of verbal creativity.
- Samiee, Aliakbar (2019) studied on a comparative study of creativity education programs for Japanese, Korean and Singapore primary school students: lessons for Iran. The purpose of this study was to investigate the experiences of creativity education in primary schools of Japan, South Korea and Singapore in order to provide useful suggestions for educational policy makers of the Iranian education system. This study is a

qualitative, non-experimental, applied and comparative research. International and national organizations' reports as well as journal articles and databases were used for collection of data. Findings showed that similarity of social systems has caused similarity in different dimensions of educational environment in three societies. The findings also indicate that over the past two decades, all three countries have adopted and implemented numerous national initiatives to train creativity.

- Dutta, Dr.Jadab and Chetia, Dr.Pranab (2018) carried a research on A Study on Creativity of Secondary School Students in Lakhimpur and Sonitpur Districts of Assam. The objective of this study was to study the creativity of secondary school students on the basis of gender, locality and type of school. The study was conducted on four hundred class-X students by giving due representation to boys (200) and girls (200) as well as rural and urban localities of both the districts. The 08 Government and 04 Private secondary schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique. The descriptive survey method is used for data collection using creativity test developed by Baqer Mehdi. The findings of the study were there was no significant mean difference on creativity between male/female, rural/urban as well as government/private secondary students of both the districts of Assam.
- Arya, Manisha and Maurya, Suman Prasad (2017) carried a research on studies on creativity and academic achievement among school children. The purpose of the study was to assess association between creativity and academic achievement of children. For the study, the students from VII, IX, and XI standards were selected. Sample comprised of 300 students belonging to 12-16 yrs of age (100 children each from class VII, IX and XI drawn by simple random sampling

technique. The data was collected through survey method using self-constructed questionnaire schedule to elicit information on general information of the respondents, their family income, information related to their study behaviour. The Test of Non Verbal Test of Creative \_inking by Baqer Mehdi (1985) and Indian Adaptation of Wechsler Adult Intelligence Scale by Ramalingaswamy (1972) was used for data collection. Data was analysed in terms of frequency and percentage. It was found that there is no significant association between creativity and academic achievement.

- Chauhan, Sarika and Sharma, Anita (2017) carried a research on a study of relationship between creativity and academic achievement among public and private school students in both the gender. The objective of this study was to assess the relationship between academic achievement and creativity among public and private school in both the genders. A sample of 600 students were selected randomly. A survey method was used for this study. Verbal Test of Creative Thinking by Mehdi (1973) was used to assess the student's creativity. Correlation and Stepwise regression analysis was used to see the significant relationship and best predictor of academic achievement among components of creativity. The results of this study reported the importance of creativity in predicting the student's academic success and achievement - orientation.

#### **Objective**

- To study the creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Fluency, Variety & Originality.

#### **Hypothesis**

- There is no significant difference in creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Fluency.
- There is no significant difference in creativity of gifted and slow learner

students at secondary level in relation to dimension of creativity- Variety.

- There is no significant difference in creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Originality.

**Research methodology**

According to the nature of the present study, "survey method" has been used under the descriptive research. The gifted and slow learner students at secondary level of Jaipur district have been considered as the study population. The selection of gifted and slow learner students has been done on the basis

of their academic achievement. 50-50 students were selected for the sample by simple random method. Professor Baker Rosemary's Verbal Creative Thinking Test has been used to collect the data. Mean, standard deviation and t-ratio were used for the analysis of the data.

**Analysis and interpretation**

**H<sub>0</sub>1 There is no significant difference in creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Fluency.**

**Table 1 : Difference in creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Fluency**

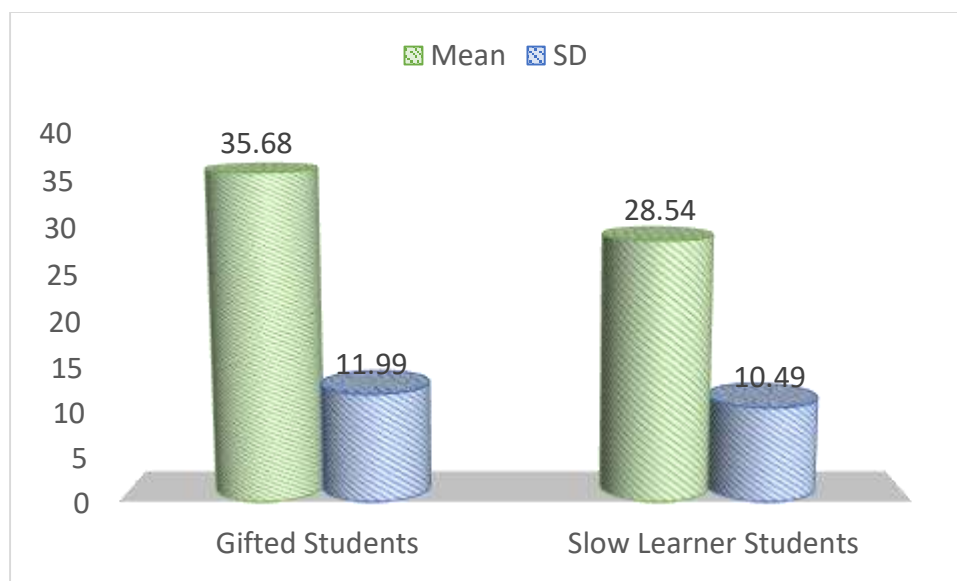
Group	Number	Mean	SD	t-value	Significance level	Result
Gifted Students	50	35.68	11.99	3.16	0.05 (1.98)	Rejected
Slow Learner Students	50	28.54	10.49			

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It is clear from the observation of table 1 that the mean score of the dimension fluency of creativity of gifted and slow learner students at secondary level are 35.68 and 28.54 respectively and the standard deviation is 11.99 and 10.49 respectively. It is clear from the analysis of the table that the t-ratio of the difference in the above mean values is 3.16 which is more than the table value 1.98 at .05

significance level, hence the null hypothesis is rejected. Looking at both the mean score it is clear that there is a significant difference in the fluency of creativity of gifted and slow learner students at secondary level. In conclusion, fluency among gifted students at secondary level is higher than slow learner students.





**Figure 1 : Mean and SD score of gifted and slow learner students at secondary level in relation to dimension of creativity- Fluency**

**H<sub>0</sub>2 There is no significant difference in creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Variety.**

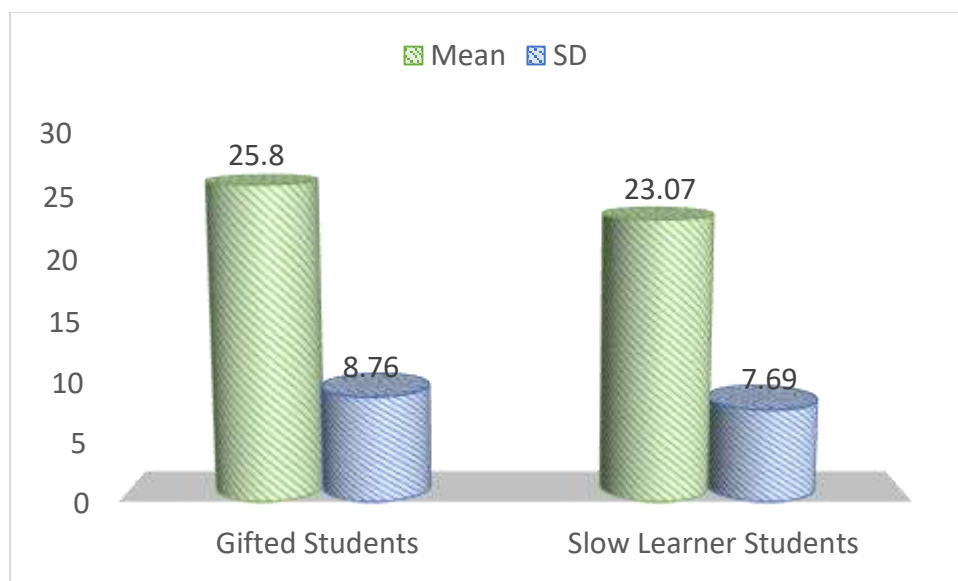
**Table 2 : Difference in creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Variety**

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Group	Number	Mean	SD	t-value	Significance level	Result
Gifted Students	50	25.80	8.76	1.65	0.05 (1.98)	Accepted
Slow Learner Students	50	23.07	7.69			

It is clear from the observation of table 2 that the mean score of the dimension variety of creativity of gifted and slow learner students at secondary level are 25.80 and 23.07 respectively and the standard deviation is 8.76 and 7.69 respectively. It is clear from the analysis of the table that the t-ratio of the difference in the above mean values is 1.65 which is less than the table value 1.98 at .05

significance level, hence the null hypothesis is accepted. Looking at both the mean score it is clear that there is no significant difference in the variety of creativity of gifted and slow learner students at secondary level. In conclusion, variety among gifted students at secondary level is little better than slow learner students.



**Figure 2 : Mean and SD score of gifted and slow learner students at secondary level in relation to dimension of creativity- Variety**

**H<sub>0</sub>3 There is no significant difference in creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Originality.**

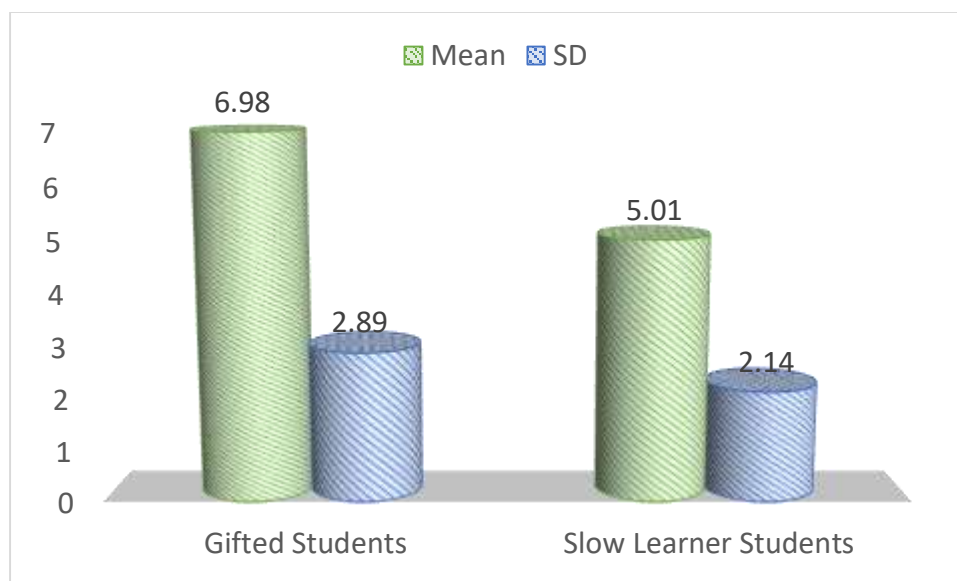
**Table 3 : Difference in creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Originality**

Group	Number	Mean	SD	t-value	Significance level	Result
Gifted Students	50	6.98	2.89	3.87	0.05 (1.98)	Rejected
Slow Learner Students	50	5.01	2.14			

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It is clear from the observation of table 3 that the mean score of the dimension originality of creativity of gifted and slow learner students at secondary level are 6.98 and 5.01 respectively and the standard deviation is 2.89 and 2.14 respectively. It is clear from the analysis of the table that the t-ratio of the difference in the above mean values is 3.87 which is more than the table value 1.98 at .05

significance level, hence the null hypothesis is rejected. Looking at both the mean score it is clear that there is a significant difference in the originality of creativity of gifted and slow learner students at secondary level. In conclusion, originality among gifted students at secondary level is higher than slow learner students.



**Figure 3 : Mean and SD score of gifted and slow learner students at secondary level in relation to dimension of creativity- Originality**

#### Findings

- There is found a significant difference in creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Fluency.
- There is found no significant difference in creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Variety.
- There is found a significant difference in creativity of gifted and slow learner students at secondary level in relation to dimension of creativity- Originality.

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