

Creative Environment of Tribal And Non Tribal Secondary School Children of Himachal Pradesh

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Abstract

Creativity being one universal psychological trait is expected in varying degrees among different individuals. But it is the environment which makes a lot of difference in the nurturing of the creative potential of the children. The same type creative environment is not seen everywhere. As such the present study is on the creative environment of the tribal and non-tribal secondary school students of Himachal Pradesh. The study was conducted with the objectives like to compare the creative environment of tribal secondary school boys and girls, to compare the creative environment of non-tribal secondary school boys and girls, and to compare the different sets of creative environment of tribal and non tribal secondary school students. It was conducted on a sample of 100 tribal (Boys=50 & Girls=50) and 100 non tribal (Boys=50 & Girls=50) secondary school students of two districts of Himachal Pradesh. The findings of the study are Significant difference exist in the creative environment of tribal and non-tribal secondary school students, no significant difference exist in the creative environment of tribal secondary school boys and girls students, significant difference exist in the creative environment of non-tribal secondary school boys and girls students, and the tribal and non-tribal secondary school students differs significantly on different sets of creative environment like home, school, society, work/study and the total.

Keywords: Environment, Tribal & Non-Tribal, Home, School, Work & Study Environment

Introduction

Creativity as the universal capacity is not confined to any individual, group, caste, colour and creed. It is also above the factor of age, location and culture. As a psychological construct it is more or less present in each and every human being. This talent of the individual needs to be unfolded and nourished through a well planned and purposive programme of education. The creative ability of the human being is responsible for all sorts of change and progress of the society since time immemorial. Such creative ability of the human being is both inherited as well as acquired. But as the human being can not have any control over heredity

as a factor influencing creativity, at least the environment can be made conducive for enhancing the creative talents of the individuals. In this context, the school environment is supposed to play a very determining role in unfolding the creative talents of the learners.

School is such a platform where ample opportunities can be created for promoting creative thinking of the learners as well as their motive to achieve excellence in different fields of life. Presently most of the schools intend to prepare their students in such a way that they would score high at

the examination by getting the subject matter by heart, may be by means of cramming. They little bother whether the students have clear understanding of the learnt material or not. They provide very little scope to their students to think critically and divergently in the existing teaching-learning process usually practiced in most of the schools. There is no scope for novelty, originality and innovation. At the outset, the school in the name of discipline and obedience encourages convergent thinking only.

Besides this the parents at home are expected to provide a conducive environment irrespective of any locality for the promotion of creative ability of the children. But very often due to lack of necessary facilities or differential facilities in the areas especially in the tribal areas the creative potentialities of the children do not get opportunity to be unfolded in true sense of the term. A few research studies also support this view i.e. of Mishra(2007) and Nautiyal & Negi (2011). However no such research evidences could be located on the creative environment of the tribal and non-tribal secondary school children of Himachal Pradesh. In this context the present study is an attempt to study the creative environment of the tribal and non-tribal secondary school students of Himachal Pradesh.

Objectives of the Study

The study undertaken by the investigator has the following objectives;

1. To study the creative environment of tribal and non-tribal secondary school students.
2. To compare the creative environment of tribal and non-tribal secondary school students.
3. To compare the creative environment of tribal secondary school boys and girls.
4. To compare the creative environment of non-tribal secondary school boys and girls.
5. To compare the different sets of creative environment of tribal and non tribal secondary school students.

Hypotheses of the Study

In view of the objectives of the study, the various hypotheses formulated for their testing are as follows;

H₀₁ There exists no significant difference in the creative environment of tribal and non tribal secondary school students.

H₀₂ There exists no significant difference in the creative environment of tribal secondary school boys and girls.

H₀₃ There exists no significant difference in the creative environment of non tribal secondary school boys and girls.

H₀₄ There exists no significant difference among the tribal and non tribal secondary school students on different sets of creative environment.

Delimitations of the Study

The present study has been delimited as follows:

1. The study has been conducted on 200 children i.e. 100 non-tribal & 100 tribal class 10th students.
2. The study is confined to two districts i.e. Mandi and Chamba of Himachal Pradesh.
3. The study is confined to the variables creative environment, locale and gender.

Method of the Study

The research method of the study was descriptive survey in nature. As descriptive survey method focuses on studying the existing conditions as it prevails and makes comprehensive descriptions of the same, the present study also focuses on studying the existing creative environment of the tribal and non-tribal secondary school students and obtaining a comparative picture of the creative environment of the tribal and non-tribal secondary school students with reference to their gender and locale.

Population and Sample

The population of the study comprised all the secondary school students (class 10th) of the districts Mandi and Chamba of Himachal Pradesh and the sample of the study comprised of three government secondary schools of the districts Mandi and Chamba of Himachal Pradesh respectively which constitute the non-tribal and tribal sample. It may be mentioned here that 100 tribal (Boys=50 & Girls=50) and 100 non tribal (Boys=50 & Girls=50) secondary school students were included in the sample. All the samples were selected purposively keeping in mind the factor of gender and locale into special consideration.

Tool Used

The investigator of the study used a standardized tool "Your Environment" developed by Khandwalla (1988). The tool was helpful to measure how the different sets of

environment like home, school, social and work/study are creative for the secondary school students.

Techniques of Analysis

The collected data were tabulated and analyzed by adopting statistical technique of 't' test i.e. finding out the significance of difference between the concerned means.

Result and Discussion

The major purpose of the study was to assess the creative environment of tribal and non-tribal secondary school children of Himachal Pradesh with reference to their gender and locale. Further attempt has also been made to assess the differences among the tribal and non-tribal secondary school students on different sets of creative environment. Data with regard to the mentioned variables were collected from 100 tribal and 100 non-tribal secondary school students having the gender wise break up of 50 boys and 50 girls from each category i.e. tribal and non-tribal. Such data were tabulated and analyzed by employing 't' test statistical technique and the obtained result have been discussed in the following;

A.Creative Environment of Tribal and Non Tribal Secondary School Students

The data pertaining to the creative environment of tribal and non tribal secondary school students have been presented in table-1.

Table 1 reveals the mean scores of 113.45 and 124.78; and standard deviation of 8.3 and 7.21 in case of the creative environment of the tribal and non-tribal secondary school students respectively. When such mean scores were

Table 1: Significance of Mean Differences on Creative Environment of Tribal and Non Tribal Secondary School Students

Category	N	Mean	SD	SE _d	Df	t	Remarks
Tribal	100	113.45	8.3	1.099	198	10.30	Sig. at .01
Non-Tribal	100	124.78	7.21				

Table 2: Significance of Mean Differences on Creative Environment of Tribal Secondary School Boys and Girls Students

Category	N	Mean	SD	SE _d	Df	t	Remarks
Tribal Boys	50	108.21	9.24	1.744	98	1.238	Not Sig.
Tribal Girls	50	110.37	8.17				

subjected to the testing of their significance of mean differences the obtained t ratio was found to be 10.30 which is more than the critical ratio of t having the df of 198 at .01 level of significance. Therefore the result was found to be significant and it can be inferred that significant difference exist in the creative environment of tribal and non-tribal secondary school students.

B.Creative Environment of Tribal Secondary School Boys and Girls

The data with regard to the creative environment of tribal secondary school boys and girls students have been presented in table-2.

Table 2 reveals the mean scores of 108.21 and 110.37; and standard deviation of 9.24 and 8.17 in case of the creative environment of the tribal secondary school boys and girls students respectively. When such mean scores were subjected to the testing of their significance of mean differences the obtained t ratio was found to be 1.238 which is less than the critical ratio of t having the df of 98 at .05 level of significance. Therefore the result was not significant and it can be inferred that no significant difference exist in the creative environment of tribal secondary school boys and girls students.

C. Creative Environment of Non-Tribal Secondary School Boys and Girls

The data with regard to the creative environment of non-tribal secondary school boys and girls students have been presented in table-3.

Table 3: Significance of Mean Differences on Creative Environment of Non-Tribal Secondary School Boys and Girls Students

Category	N	Mean	SD	SE _d	Df	t	Remarks
Non-Tribal Boys	50	122.08	8.4	1.66	98	2.56	Sig. at .05
Non-Tribal Girls	50	126.34	8.21				

Table-3 reveals the mean scores of 122.08 and 126.34; and standard deviation of 8.4 and 8.21 in case of the creative environment of the non-tribal secondary school boys and girls students respectively. When such mean scores were subjected to the testing of their significance of mean differences the obtained t ratio was found to be 2.56 which is more than the critical ratio of t having the df of 98 at .05 level of significance. Therefore the result was found to be significant and it can be inferred that significant difference exist in the creative environment of non-tribal secondary school boys and girls students.

D. Variations in different sets of Creative Environment of Tribal and Non-Tribal Secondary School Students

The data with regard to the significance of mean difference on different sets of creative environment of tribal and non-tribal secondary school students have been presented in table-4.

Table-4 contains data on different sets of creative environment i.e. home, school, society and work/study environment of the tribal and non-tribal secondary school students. The results as presented in the table reveals that the tribal and non-tribal secondary school students differs significantly on different sets of creative environment like

home, school, society, work/study and the total since the obtained t ratio is greater than the table value of t with the df of 198 at .01 level of significance in each case. Therefore it can be inferred that the creative environment as a whole and the different sets of such environment of the tribal and non-tribal secondary school students differ significantly.

Major Findings

The major findings of the study are as follows;

1. Significant difference exist in the creative environment of tribal and non-tribal secondary school students.
2. No significant difference exist in the creative environment of tribal secondary school boys and girls students.
3. Significant difference exist in the creative environment of non-tribal secondary school boys and girls students.
4. The tribal and non-tribal secondary school students differs significantly on different sets of creative environment like home, school, society, work/study and the total.

Table 4: Significance of Mean Differences among the Tribal and Non Tribal Secondary School Students on different Sets of Creative Environment

Type of Environment	Category	N	Mean	SD	SE _d	df	t	Remark
Home	Tribal	100	111.05	7.9	1.060	198	6.98	Sig.at .01
	Non-Tribal	100	118.45	7.07				
School	Tribal	100	109.32	8.1	1.064	198	13.67	Sig.at .01
	Non-Tribal	100	123.87	6.9				
Society	Tribal	100	114.46	8.7	1.079	198	7.089	Sig.at .01
	Non-Tribal	100	122.11	6.4				
Work/Study	Tribal	100	112.34	8.4	1.189	198	11.21	Sig.at .01
	Non-Tribal	100	125.67	8.43				
Total	Tribal	100	113.45	8.3	1.099	198	10.30	Sig.at .01
	Non-Tribal	100	124.78	7.21				

Educational Implications

The following implications may be derived on the basis of the findings of the study;

1. The parents should provide equal opportunity to both boys and girls in matters relating to their personal, social and educational development.
2. Opportunity need be given to the children in the home, school as well as in the society for the development of their originality and self-expression.
3. Attempts should be made by the teachers and parents to acknowledge the success of the children and to reinforce their each attempt.
4. A sense of achievement motive need be developed to accelerate the academic excellence of the children.
5. Step need be taken to develop awareness for equal treatment of the boy as well as the girl child.

Conclusion

Environment is no doubt the powerful media to accelerate the process of individual development and that of the society as a whole. A country which needs dynamic, creative citizens having futuristic vision and outlook is expected to provide a conducive creative environment at home, school as well as in the society. Therefore, it is not only the moral

responsibility rather the accountability of all directly or indirectly concerned with the educational process, to provide adequate opportunities to the children for their creative full expression that will ultimately lead towards academic excellence.

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