

School Environment in Relation to the Creativity of Students in Government Secondary Schools

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ABSTRACT

The present research paper explored the school environment of government senior secondary school students in relation to their creativity. The school environment was assessed by the Organizational Climate Descriptive Questionnaire (OCDQ) developed by Dr. M.L. Sharma. The questionnaire included dimensions: Disengagement, Alienation, Esprit, Intimacy, Psycho-Physical Hindrance, Controls, Production Emphasis, and Humanized Thrust. In the study, Baqer Mehandi's Verbal Test of Creativity was employed to measure flexibility fluency, and originality aspects of creativity. The verbal test of creative thinking includes four sub-tests viz. Consequences test, Unusual uses test, New relationships test, and Product improvement test. It was administered to Secondary Students and data was analyzed. The findings indicated that in the dimensions of Disengagement, Alienation, Esprit, Controls Structure, and Humanized Thrust there is an insignificant relationship between school environment/climate, and the creativity of the students. Whereas, in the dimensions of Intimacy, Psycho-Physical Hinderances, and Production Emphasis, there is a significant relationship between school environment/ climate, and the creativity of the students. The results of the study need more research support from new research studies to generalize the findings.

Keywords : - School Environment, Creativity, Secondary Schools, Students and Teachers.

1. INTRODUCTION

The school environment of secondary schools is one of the important variables which needs to be studied. There are studies that reflect that the school environment has a bearing on many variables such as teachers' effectiveness, teachers' work motivation, job satisfaction, teachers' creativity, teachers' personality, students' creativity, etc. The school environment affects the social and emotional well-being of teachers and students as well. It is important to remember that school climate may vary from school to school. The school's environment affects students in many ways. The present study envisaged to explore the school environment in relation to the creativity of students at the secondary level.

2. REVIEW OF RELATED LITERATURE

Liegise (1995) conducted research and reported that institutional climate as perceived by the teachers had only a marginal relation to students' creativity, achievement motivation, academic achievement, and their perceptions of the classroom environment.

Nirmal (1999) conducted a study and reported that there was a significant difference in the creativity level of the adolescents studying in rich and poor school climates.

D'Souza (2006) conducted research and reported that there was no significant association between the existing leadership behavior of principals and the organizational climate in high-performing schools.

Riti (2010) conducted a study titled "A study of teacher effectiveness in relation to school organizational climate and administrative behavior of school heads of Himachal Pradesh" and reported that different types of school

organizational climate existed in different schools. The controlled type of school organizational climate was the most prevalent in the schools.

Babu and Kumari (2013) conducted research on title “Organizational Climate as a Predictor of Teacher Effectiveness” and reported that there is a significant difference between the Teacher Effectiveness of Elementary School Teachers in relation to their Organizational Climate.

Bhatt, H.N. (2015) conducted a study on organizational climate in relation to the achievement of the secondary school of Uttarakhand Board and CBSE School and found some differences in their climate.

Rachel (2016) conducted a study and revealed a holistic understanding of the principal's attributes and actions concerning a creative culture and climate in the school as well as the teacher's perceptions. Three types of attributes were identified: Personal, Core Educational Beliefs, and Vision for the School.

Madhukar and Sharma (2017) mentioned in a research article titled “Organisational Climate: A Conceptual Perspective” that there is no uniformity of opinions with regard to the dimensions of organizational climate because many climate researchers have assessed the specific climate in which they were interested rather than attempting a single and central view of dimensions.

Vedavathi (2017) conducted a study on the work values of secondary school Heads and School organizational climate and found that there is no significant difference between the work values of secondary school Heads working in different School climates and found significant differences in school climates with different types of schools.

Kumari (2018) conducted research titled “Organizational Climate of Secondary School Students of Jawahar Navodaya Vidhyalaya in Haryana State” and found that there is no significant difference in the organizational climate of Male and Female Teachers Jawahar Navodaya Vidhyalaya of Haryana state. It can also be concluded that there is no significant difference in the organizational climate of up to 10 years and above 10 years experienced teachers of Jawahar Navodaya Vidhyalaya of Haryana state.

Mishra (2018) conducted a study on the organizational climate of different types of secondary schools of Allahabad district and reported that the organizational climate of secondary schools in urban and rural areas differ significantly.

Barpujari (2019) conducted research and reported that the organizational climate of secondary schools belonging to the rural and urban area and government/provincialized and private secondary schools are different. The study reveals that from both rural and urban areas the total organizational climate of government/provincialized secondary schools is better than private secondary schools. In these schools' teachers share an intimate social relationship with each other as well as with the principal. Decisions of the schools are taken by the principals cooperatively with the staff and the administrative styles of these schools are democratic in nature. Teachers do not feel any burden or mental pressure while working in these groups of schools.

Navita and Shanwal (2019) studied the relationship between verbal creativity and the academic achievement of students studying in smart classrooms. The study found that through smart classroom technology, students were more engaged with the subject matter information of the flexibility component as compared to other components. But one out of the three components is affected the most.

Arora (2022) explored the relationship between creativity and the academic achievement of secondary school students and reported a positive and significant correlation between creativity and academic achievement of secondary school students but no significant difference in creativity among male/female and government/private secondary school students was found.

3. OBJECTIVES OF THE STUDY

To study the relationship between school environment and the creativity of secondary school students.

4. HYPOTHESIS OF THE STUDY

There exists no significant relationship between the school environment and the creativity of secondary school students.

5. DELIMITATION OF STUDY

1. The research was delimited to 14 secondary schools in Rudraprayag District of Uttarakhand.
2. The study was delimited to 84 teachers and 140 students.
3. The study was delimited to school organization climate as measured by the scale developed and standardized by Dr. Moti Lal Sharma.
4. The study is delimited to creativity as measured by the scale developed and standardized by Baqer Mehandi.

6. METHOD USED

Descriptive Survey Method was used.

7. SAMPLE OF THE STUDY

In the present study, 14 Government Secondary Schools were chosen through stratified random sampling from the Agustmuni block of Rudraprayag district of Uttarakhand. From each school, three male and three female teachers were selected, and five male and five female students of class nine were also selected. The total sample consisted of 84 secondary school teachers and 140 students.

8. INSTRUMENTS OF THE STUDY

- i) The Organizational Climate Descriptive Questionnaire (OCDQ) developed by Dr. M.L. Sharma was used to assess the perceived school environment/ climate. The OCDQ consists of eight dimensions of institutional climate.
- ii) The Baqer Mehandi's Verbal Test of Creativity was employed to measure flexibility fluency, and originality aspects of creativity. The verbal test of creative thinking includes four sub-tests viz. Consequences test, Unusual uses test, New relationships test, and Product improvement test. It was administered to Secondary Students and data was analyzed.

9. SCORING PROCEDURE

The OCDQ is a self-administering scale with 64 items. It is a four-point scale. It was administered and for each item from Rarely Occurs (1) to Very Frequently Occurs (4) were scored 1 to 4. The marks assigned in the sub-items to a teacher were added to know the institutional climate score in each dimension.

The Creative thinking tool is a verbal test of creative thinking that includes four sub-tests viz. Consequences test, Unusual uses test, New relationships test, and Product improvement test. It was administered to Secondary Students and it was scored as per the instructions in the manual. Finally, the data were analyzed.

10. STATISTICAL TECHNIQUES USED

Mean, S.D. t-test, and Karl Pearson's Product moment correlation were used.

11. RESULTS AND DISCUSSIONS

The result of the study is discussed with the help of a table provided below.

Table: Coefficient of correlation between each dimension of school environment (Organizational Climate) and creativity of senior secondary school students.

Sr. No.	Variables	No	r	Result
1.	Disengagement	14	0.02	Not significant
	Creativity			
2.	Alienation	14	0.01	Not Significant
	Creativity			
3.	Esprit	14	0.28	Not significant
	creativity			
4.	Intimacy	14	0.57	Significant
	Creativity			
5.	Psycho-Physical Hindrance	14	-0.58	Significant
	Creativity			
6.	Control	14	0.01	Not significant
	Creativity			
7.	Production Emphasis	14	0.56	Significant
	Creativity			
8.	Humanized Thrust	14	0.45	Not Significant
	Creativity			

It can be observed from the above table that the coefficient of correlation between three dimensions of school environment/organizational climate (Intimacy, Psycho-Physical Hinderances, and Production Emphasis) and creativity is greater than the table value of 'r' at 0.05 level of significance. So, this indicates that there exists a significant relationship between these three dimensions of the school environment and the creativity of students.

It can be also observed from the above table that the coefficient of correlation between five dimensions of school environment/organizational climate (Disengagement, Alienation, Esprit, Controls Structure, and Humanized Thrust) and creativity is less than the table value of 'r' at 0.05 level of significance. So, this indicates that there exists no significant relationship between these five dimensions of the school environment and the creativity of students. More such studies need to be carried out to generalize the findings.

12. EDUCATIONAL IMPLICATION

The School Environment/ Organizational Climate needs to be studied to give proper attention to teachers' perceptions and students' creativity. The study showed that in the dimensions of Disengagement, Alienation, Esprit, Controls Structure, and Humanized Thrust there is an insignificant relationship between the school environment/ climate and the creativity of the students. Whereas, in the dimensions of Intimacy, Psycho-Physical Hinderances, and Production Emphasis, there is a significant relationship between school environment/ climate, and the creativity of the students. These findings give a cue to educational policymakers, educational administrators, teacher educators, school principals, and teachers that a cordial and democratic school environment/ climate with some level of administrative supervision is good for inculcating creativity among students.

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