



Deprivation and Its Impact on Creativity of School Going Children

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In the present study researcher had tried to do the research work on “Deprivation and its impact on creativity of school going children”. For this purpose, 100 (50 deprive and 50 non-deprive) school going children were selected for study. The Students Deprive Scale developed by Deo (1977), Creativity Scale developed by Baqur Mehandi (1973) and Self-prepared Personal Data Sheet was employed on decided samples. The results revealed that; (i) there was negative relationship between deprivation and creativity, (ii) there was significant difference between deprive and non-deprive children in term of creativity and (iii) there was gender difference between deprive boys and deprive girls children in term of creativity.

-----INTRODUCTION :-

Deprivation is the absence of an opportunity for infants and young children to have the experiences required for adequate development (Hunt, 1968). It has several adverse effect on overall development of children. Due to poor economic condition and lower social status, they do not express their potentialities in different walks of life. They achieve less in examinations as compared to their non deprived counterparts. Studies carried out in Western and Indian societies reveal marked differences in intelligence, motivation and aspiration of deprived and non-deprived groups. Haywood (1975), for example, have reported an adverse effect of deprivation on the development of intelligence and certain cognitive abilities. In the Indian context, Bhatt (1972) and Bhagwat and Verma (1973) have observed direct relationship between SES and intelligence. Prasad (1984) and Miya (1997) have found that socio-economically advantaged subject score significantly higher on intelligence than the socio-economically disadvantaged group.



Studies conducted in Western society reveal that the subjects of higher class have more academic motivation than those of the lower class (Anastasi, 1958; Havighurst, 1961; Green & William, 1965). Studies carried out in Indian society present more or less the similar findings (Kakkar, 1970; Saini, 1977; Krishnan, 1977). Examining the relationship between deprivation and academic aspiration, Jain and Shah (1974) have found a positive correlation of aspiration level with education and occupation. Mishra and Tripathi (1978) observe that the subjects of the high deprived group have more aspiration than those of the lower and middle groups. Many investigators (McClelland, 1961; Rosen, 1962; Morsback, 1969) report that the respondents of the lower classes have low achievement motivation.

The nature of creativity is so complex that it has not been understood fully as yet. It remains surrounded in mystery and efforts are to be made for unfolding its multi-dimensional character. The literature available on creativity is rich enough in explaining the true nature of man's creativity. The review of such literature indicates that creativity has been examined in a conceptual as well as empirical context.

The finding associated with various problems of creativity are controversial in the nature. Some have examined the concept of creativity from one angle where as others from another, different articles and research findings are coming up on this issue. On the whole, it has been noted that creativity as a concept is not easy to be defined. Various popular as well as highly technical definitions have been put forward in support of the nature of creativity. Creativity is to be analyzed from a multi-dimensional approach. The controversies regarding the agreed definition of creativity clearly suggested the multiplicity underlying the explanation of creative behavior. If one starts collecting the various definitions of creativity, he will get confused. What is need at present is no touch the fundamentals of creativity. The conceptual frame work is to be provided in the analysis of creative behavior. Findings in the area of creativity either by applying psychometric tools or by observing and analyzing the actual creative's in the light of the creative talents that still extensive and intensive researches are



needed for the purpose of exploring something concrete and convincing regarding the nature and manifestations of creativity.

Creativity has not been scientifically defined as most of the definitions are ambiguous and have examined creativity in a loose term. Laymen have added more ambiguity while defining creativity. The most popular meanings of creativity have been put forward. The most popular way of looking at creativity has been to emphasize on the making of something 'new' and 'different'. Fromm, (1959) has pointed out two broad meanings of creativity. First, it refers to the production of something novel and further it may even refer to the attitude which may persist even when nothing new is created.

Brunelle (1970) has regarded creativity in terms of a process by which some novel idea or an object is produced in a new fashion or arrangement. In the absence of this process there cannot be any product and ultimately no creativity.

Gupta, et al., (1976) found creativity to have positive and significant relation with social, emotional and educational adjustment of the individual. Babu, N. (1977) studied the adjustment of those respondents who scored high on creativity and intelligence measures and observed this group to exhibit group adjustment as well as individual adjustment.

OBJECTIVE OF THE STUDY :-

The main objectives of the study was as follows :-

01. To clearly the scientific viewpoint of deprivation.
02. To clearfy the impact of deprivation on student's creativity development.
03. To make preventive measurement programme for derivational problem.



HYPOTHESIS :-

The following hypotheses was formulated for further study :-

- (i) There will be negative relation between deprivation and creativity.
- (ii) There will be significant difference between deprive and non-deprive children interm of creativity.
- (iii) There would be gender difference between deprive boys and girls interm of creativity.

METHODS :-

Sample :-About 100 sample consist's of 50 deprive and 50 non-deprive school going children with an aged ranged from were 15 to 18 yrs. was selected for further study. The sample were imhabitants of different areas (both rural and urban) of Samastipur district, in Bihar.

RESEARCH SCALE :-

The following research scale was used to collect revelent informations :-

- (i) **Students Deprivation Scale :-** To assess the nature and level of deprivation of respondents, Students Deprivation Scale developed by Deo (1977) was used. This scale has 60 items. This scale is found valid, reliable, confident and appropriate for measure the deprivation level of respondents in Indian Socio-cultural viewpoint.



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- (ii) **Creativity Scale :-** To measure the level of creativity of respondents verbal and nonverbal test of creativity scale developed by Baqur Mehandi (1973) was used. This scale has 10 items based on four dimension i.e., aggression, affection, competence, aggression to subject and total score, this scale is also valid, confident, reliable and appropriate for measuring the creativity level of respondent's in Indian socio-cultural perspectives.
- (iii) **Procedure :-** The 100 sample 150 deprivate and 50 non deprivate) were selected for different high schools belonging to both rural and urban areas from Darbhanga district area. The sample were contacted at them schools. The researcher had contracted with the head of the school and according to head master's instruction, they applied a set of scales with the help of other teaching staffs. After data collection work they were thanked by researcher. Thus data collection work was finished.

METHOD USED :-

The purposive cum incidental sampling method was used for further study.

ANALYSIS OF DATA :-

The comparative statistical techniques was used for analysis of obtained data.

RESULT AND DISCUSSION :-

In order to verify the first made hypothesis, the data were analyzed with suitable correlation method. The obtained result is given in following table no.-01



Table No.-1

Correlation between Deprivation and Creativity :

Deprivation	Creativity	P-value
.65	.34	<.01

An inspection of the above table no.01 displayed that deprivation of students is negatively correlated and this result also found significant beyond <.01 level of confidence. According to this result we can say that deprivation of children is the main breaker of creativity development. Thus this result is confirmed our hypothesis no.-1.

Table No.-2

Mean, SD and t-value between Deprive and Non-deprive Children in term of Creativity :

The research had try to study the comparative study of alienation in gender differences view point. In this regard, mean SD and t-value was calculated from data obtain on alienation scale. The result is given in the following table No.-02

Group	No.	Mean	SD	t-value	p-value	df.
Deprive children	50	55.9	15.8	4.81	<.01	98
Non-deprive children	50	76.8	19.7			



The result presented in the above table no.-02, cleared that Non-deprive children have shown higher creativity score ($M=76.8$, $SD = 19.7$) while Deprive children shown lower creativity score ($M = 55.9$, $SD = 15.8$) and it was found significant at $<.01$ level of confidence. According to this result we can say that low scores obtained by deprive children caused by their deprivation. Where as non-deprive children obtained high scores on creativity. Thus, this result confirm our hypothesis no.-02

Table No.-03

Mean SD and t-value between Deprive Boy's and Deprive Girl's Children in term of Creativity :

Group	No.	Mean	SD	t-value	p-value	Df
Deprive Boys	50	57.34	13.34	2.38	$<.01$	98
Deprive Girls	50	68.15	15.15			

The researcher had tried to study the gender difference between boys and girls children in term of creativity. For this purpose, Mean, SD and t-value was calculated from obtained data, given by deprive boys and girls children. Result in this regard, displayed in the above table no.-03 revealed that deprive girls obtained high creativity score ($M=68.15$, $SD = 15.15$) where as boys children obtained low creativity score ($M = 57.34$, $SD = 13.34$). The obtained t-value was 2.38 which is found significant at $<.01$ level of confidence. This result clear's that some quality of creativity of girls acquire naturally then they acquire with familiar factors, like. Parental affection, competence, co-operation, socio-economic condition etc.



CONCLUSION :-

The findings of the present study inclusively conclude that, deprivation impact negatively children's creativity. If we want to children grow up with creativity, it is necessary that there should be recognize deprivation of children in earlier, then we can help in the creativity development of deprive children.

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