

# Effects of Socio-Economic Status on Creativity of Secondary School Students of District Yamuna Nagar

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**Abstract – Creativity and socio-economic status both are the significant factors identified with every single identity living in a specific culture. The present examination was an undertaking to discover the Creativity and Socio-Economic Status of Secondary School Students.**

**Keywords: Creativity, Socio-Economic, School**

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## 1. INTRODUCTION

Education is profoundly established inside society and it can't be devastated in any capacity. Information, mindfulness, abilities, values, intrigue, inclination, creativity, insight and frames of mind obtained through education upgrades the ideal personal satisfaction. This quality could be expanded with the nature of training with the improvement of the mental factors, for example, the insight, imagination, self idea and others. The imagination has upgraded the personal satisfaction and each part of life. The most significant part of creativity is the capacity to think or envision in an alternate manner.

Creativity is a demonstration of two sections, the initial segment comprises of getting a thought and the second part includes articulating, that is putting every thought into structure. In the present investigation the aggregate of familiarity, adaptability and the creativity in an individual is called imagination. Creativity draws a refinement among merged and dissimilar generation (regularly renamed focalized and disparate reasoning). Concurrent reasoning includes going for a solitary, right answer for an issue while different reasoning is inventive age of various responses to a lot of issues.

Creativity is the capacity to find new answers for issues or to create new thoughts, developments or gems. It is an exceptional type of reasoning, a method for survey the world and associating with it in a way unique in relation to that of the overall public.

The significance of creativity has been felt so emphatically as in the advanced time. Alongside the

advancement of human progress, new and still more current issues are to be experienced in day by day life, which legitimately challenge our imaginative capacity in varying social statuses. There is positively requirement for an alternate sort of reasoning which can smoothen the way of life. This must be accomplished just if youngsters with imaginative capacity are recognized before and these abilities could be created.

It is clear that in our advanced and quickly creating development the immediacy of our innovative capacity ought to be the most wanted nature of each individuals, creativity is a standout amongst the most exceedingly esteemed characteristics of people in light of the fact that inventive demonstrations influence colossally logical advancement as well as society by and large. The country which adapt best how to recognize, create and energize creativity in their kin, may end up in a favorable position.

## 2. LITERATURE REVIEW

As indicated by Drevdahl (1956, p. 22) "Imagination is the limit of an individual to deliver pieces, items or thought which are basically new or novel and already obscure to the maker." Guilford (1971, p. 582) "Creativity in some cases alludes to creativity potential, here and there to imaginative generation and some of the time to imaginative profitability."

Stanger and Karwoski (1973, p. 314) "Creativity suggests the creation of an absolutely or incompletely novel personality."

Nyicyor. Riggon, Dutta. Jadab and Soni. J. C. (2016) led an examination on "Knowledge, Creativity and Academic Achievement of Secondary School Students of Arunachal Pradesh", This investigation was led on eight hundred (800) class-X understudies by giving due portrayal to young men and young ladies just as rustic and urban areas of two locale in Arunachal Pradesh, to be specific: East Siang and Lohit. The schools were chosen utilizing stratified arbitrary testing system, and understudies were chosen utilizing basic irregular inspecting technique.

The chose schools have a place with the class of government just as non-public schools which are subsidiary to CBSE i.e., Central Board of Secondary Education, New Delhi and controlled and directed by the Department of Education, Govt. of Arunachal Pradesh. The clear study strategy is utilized for information accumulation. To the extent knowledge was estimated by utilizing the gathering trial of mental capacity built and institutionalized by Dr. S. Jalota.

The creativity of the understudies was estimated by using the imagination test created by Baqer Mehdi and The scholarly accomplishment of the understudies was worried with the end goal of the present examination, the agents visited the chose schools and gathered the school records of the chose understudies for example imprint's acquired by the understudies in the last yearly examination, 2015 (for example Class IX yearly examination). The discoveries of the investigation announced that aside from knowledge the mean scores of scholarly accomplishment and creativity is higher if there should be an occurrence of understudies of East Siang area than that of Lohit locale; and From the correlation between scholastic accomplishment, insight and imagination of government and tuition based school understudies both the areas, it is additionally discovered that the two regions non-public school understudies are scholastically, imaginatively and rationally (insight) superior to anything government school understudies.

Dutta. Jadab and Chetia Pranab (2018), directed an examination on "creativity of auxiliary school understudies in Lakhimpur and Sonitpur regions of Assam". The examination was led on four hundred class-X understudies by giving due portrayal to young men (200) and young ladies (200) just as country and urban regions of both the regions. The 08 Government and 04 Private auxiliary schools were chosen utilizing stratified irregular testing method, and understudies were chosen utilizing straightforward arbitrary inspecting system. The spellbinding study technique is utilized for information accumulation utilizing imagination test created by Baqer Mehdi. The discoveries of the examination were there was no critical mean contrast

on imagination between male/female, country/urban just as government/private auxiliary understudies of both the areas of Assam.

As indicated by Good (1959, p. 581) "Socio-economic Status is the sign of both the social and monetary accomplishment of an individual or gathering." According to Kappuswamy (1959, p. 1-10) "The three factors that add to the socio-economic status in urban zone are training occupation and pay." According to Kalia and Sahu (2012, p. 2) "The term socio-economic status incorporates the data about training, occupation and salary which decides the socio-economic status of the guardians of young people as estimated by socio-economic status."

All the above contemplated have been finished by analysts. They found that diverse distinctive outcomes by inquiring about on the creativity and socio-economic status. The survey of related writing demonstrates distinctive outcomes in connection to imagination and socio-economic status Verma and Sinha (2011, p. 13-15) found that imagination score of respondents having a place with low socio-economic status gathering and recommended that creativities had a place with high socio-economic status gathering. Upadhyay (2013, p.105) results showed that there is no critical contrast in the imagination dimension of understudies at various socio-economic status dimension of understudies. Wadhwa &Yadav (2013, p. 119 ) found that the young ladies and young men of English medium schools have more imagination and they were great achievers than the young ladies and young men of Hindi medium schools. There was no effect of creativity on scholastic accomplishment. Kamal (2014, p. 32-34)

Discovered a critical positive relationship exists between socio-economic and melancholy in teenagers. Reddy et al. (2014, p. 21-32) uncovered that the esteem inclinations of optional school understudies are moderate and there is huge contrast in esteem inclinations of understudies regarding their socio-economic status and kind of the executives of the schools.

### 3. SOCIO-ECONOMIC STATUS ON CREATIVITY

The Socioeconomic status (SES) is a monetary and sociological joined all out proportion of an individual's work information and of an individual or family's socio-economic and social position in connection to other people, in view of salary, training, and occupation. At the point when break down a family's SES, the family pay, workers' education, and occupation are analyze, just as consolidate salary, versus with a person, when their own property are evaluated. Or then again further generally know to delineate a socio-economic contrast in the public eye all in all.

Research concentrated on family condition and psychological improvement underscores the connection among style and family's socio-affordable status. This large scale variable likewise influences the kid's proximate social condition past the family circle. For instance, youngsters from higher status families are further liable to take an interest in additional curricular exercises, which thus are accepted to affect the improvement of creativity.

Another variable incompletely connected with SES is school condition. Schools can in reality shift altogether as far as furnishing youngsters with situations that permit equitable choices, for example, the ones proposed in option instructive projects, just as the nearness or nonappearance of a guide. Other than the quick condition, social imagination may likewise rely upon progressively worldwide variable, for example, expansive efficient and societal setting.

The socio-economic foundation impacts pre-adult, improvement, especially their imaginative capacity and creativity related identity qualities. It is settled that there is a scholastic accomplishment hole between understudies from high and low socio-economic family foundation.

Different variables, instruments, and pathway through which low SES puts understudy in danger for scholarly disappointment have likewise been explored top to bottom. They include, among others, parental supervision, material assets, and scholarly incitement and esteem. The topic of a conceivable creativity hole among high and low socio-economic status (SES) or, all the more comprehensively, of social and instructive underpinnings of SES fundamental the improvement of innovative potential, has not been raised and very much tended to.

#### 4. RESULTS AND DISCUSSION

##### **Socio-economic Status of Secondary School Students**

Socio-Economic Status of Senior Secondary School Students		
Mean	S.D.	Interpretation
51.20	4.92	Middle Class

It is demonstrated that Mean scores of Secondary School Student 51.20 which falls in the subjective standards of Middle Class. Along these lines, the greater part of Secondary School Students is having a place with Middle Class Families.

##### **Creativity and Socio-Economic Status of Secondary School Students**

Senior Secondary School Students				
	Mean	Correlation	Mean	Socio-Economic Status
Creativity	45.03	0.027	50.99	

It is demonstrated that there exist a positive connection ( $r=0.027$ ) among Creativity and Socio-Economic Status of Secondary School Students. In any case, the acquired  $r$ -esteem 0.027 isn't critical at 0.05 dimensions of certainty. Along these lines, there exists no noteworthy connection among Creativity and Socio-Economic status of secondary school students.

#### CONCLUSION

The Socio-Economic Status (SES) indicates the primary remaining in the general public. This remaining of individual relies upon numerous elements like job, class, education, domain; position and occupation and so on. Economic wellbeing is the position that is concurred to the person with regards to the social qualities common in the public arena.

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