

## STUDY THE RELATIONSHIP BETWEEN INTELLIGENCE AND CREATIVITY OF CO-EDUCATION OF URBAN AND RURAL SECONDARY SCHOOL STUDENS

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### **Abstract**

*The purpose of the study is to "Study the Relationship between Intelligence and Creativity of Co-education of Urban and Rural Secondary School Students." The normative Survey method is capable of rendering important service, as it determines the present trends and helps to solve current problems practically. The local of the present investigation was confined to the students of high schools. The whole sample comprised a of total 600 secondary schools from Dharwad Taluka through randomized sampling. The findings concluded that; i) Intelligence and Creativity of Co-education Secondary School students are dependent on each other. In other words, the Intelligence scores increase or decrease with the increase or decrease in Creativity scores of Co-education Secondary School students; ii) Intelligence and Creativity of Urban and Rural Secondary School students are dependent on each other. In other words, the Intelligence scores increase or decrease with the increase or decrease in Creativity scores of Urban Secondary School students.*

### **Keywords**

*Intelligence, Creativity and Co-education.*

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## **Introduction**

Creativity that has enhanced the quality of life and every aspect of life. The most important aspect of creativity is the ability to think or imagine in a different way (Dalal and Rani 2013).

Creativity is an act of two parts, the first part consists of getting an idea and the second part involves articulating, that is putting each idea into form. In the present study, the sum of fluency, flexibility, and originality in an individual is called creativity. Creativity draws a distinction between convergent and divergent production (commonly renamed convergent and divergent thinking). Convergent thinking involves aiming for a single, correct solution to a problem whereas divergent thinking is the creative generation of multiple answers to a set of problems (Jha 2012). Creativity is the production of an action, idea or object that is new and valued (MIT Encyclopedia of the Cognitive Sciences 1999).

Whenever it is considered from the viewpoint of its effects on the society or as one of the expressions of the human spirit, Creativity stands out as an activity to be studied, cherished and cultivated. According to Kundu (1996), “if we are to survive international competition, the most promising solution for this nation is to encourage and support the identification and development of its creative talent. “Developed countries as well as developing countries are equally interested in the study and the development of creativity because their survival depends upon the creative vision and creative striving of the masses. Creative thinking is a procedure in which men hope to achieve dignity and a sense of superhuman attribution. Creativity is considered to be identical to the expansion of the universe and the main task of man on this plan.

Creativity from all aspects is the pathway of the evolution of human civilization from the prehistoric age and industrialization from the Stone Age. The renowned Psychologist Cognitivist and Factorialist J.P. Guilford in his “General Psychology” expressed his wonder by asking “How different the world would be if one could eliminate from it the results of human invention and construction” All the things, except nature are creations of human brain. They were present in thought before they appeared in tangible form”.

Creativity is a process of producing something original and valuable when solving problems creative people are insightful and tend to do divergent thinking, developing a variety of unusual, new responses. Important factors related to creativity include motivation, intelligence, knowledge, personality and environment.

Numerous studies explain creativity in many ways, since it is a complex construct (Bolden, Harries & Newton, 2009). Torrance (1974) defines creativity as

a product of fluency, flexibility and originality. According to Gil, Ben-Zvi and Apel (2007) fluency is the ability to produce many ideas, while flexibility refers to the number, the degree and the focus of approaches that are observed in a solution.

### ***High Creative Children***

Studies of the personality characteristics of children who either score high on tests of creativity or are rated high in creativity by their teachers are of great interest to parents, psychologists, and educators. It is understood full well that many young children who are creative will no longer be so in adulthood and that some children who are not classified as creative may turn into creative adults. However, it would seem that children designated as highly creative have a better chance of being creative in later life than those not so designated. If children classified as creative do not turn out to be creative adolescents or young adults, it would also be interesting to determine why this is so. Either way, the study of creativity in children certainly seems justified.

The families of the highly creative children were described as not overly close, with little clinging to one another. There was little stress on conformity to parental values, and the marriage was not a particularly well-adjusted one. Emotion was often openly expressed. Both parents interacted strongly with the creative child, who was allowed to regress. The mothers were sometimes ambivalent toward their children. There was no over-evaluation of the child's abilities.

### ***The importance of increasing human general intelligence***

The point of this post is not to argue what constitutes "intelligence", or even what methods should be taken to increase intelligence. The method is irrelevant. Intelligence exists. Some are more intelligent than others. Both genetics and environment contribute to human intelligence.

As a species we are begging to imbue electronic computers with a modicum of intelligence, and as far as I can tell our ability to do so will only continue to increase. People point to the theoretical limits of physics in terms of processor size as a barrier to Moore's law, but ignore increasingly successful developments in the field of quantum computing. The development of intelligent machines poses a threat to human individuality and liberty that is hard to underplay. As much as we like to believe that we, as individuals, cannot have our actions predicted- this is simply not the case. We scoff at comically poor targeted ads, but the fact that they can predict what we want better than random guessing is in and of itself a sign of what is to come. Massive loss of employment is only one side of the issue of machine intelligence. As surveillance becomes cheaper, as networks become faster, and as

the cost of computing goes down, our ability to act as individual agents comes under threat. Not because we cannot pretend to act as individuals, but because acting as an individual will become a poorer option than following the suggestions of an algorithm. When an algorithm can predict what you will enjoy watching, what you will enjoy eating, what path of life you will be more likely to be happy in, and who you will be more likely to succeed in a relationship with- that is a fundamental death of liberty, A drowning of individuality in the sea of information.

### Objectives of the Study

1. To study the relationship between Intelligence and Creativity of Co-education Secondary School students.
2. To study the relationship between of urban and Rural of Intelligence and Creativity of Secondary School students.

### Hypothesis

H<sub>1</sub>: There is a significant relationship between the Intelligence and Creativity of Coeducation Secondary School students.

H<sub>2</sub>: There is a significant relationship between of urban of Intelligence and the Creativity of Secondary School students.

### Methodology

The study adopts a Normative survey method for investigation

### Sample

The local of the present investigation was confined to the students' high schools. The whole sample comprised a of total 600 secondary schools from Dharwad Taluka through randomized sampling. The whole sample constituted with different groups namely Type of school, (Govt., aided and unaided school) and Locale (Urban, semi-urban and High) are considered for the study. **Tools**

To carry out any research the selection of tools of research must be such that data can be gathered to test the hypothesis effectively. The data-gathering tools used for the study are:

### Shows that List of Research Tools

Sl. No.	Variable	Name of tools applied	Constructed and standardized by
1	Intelligence	Intelligence	Dr. P.N.Mehrotra
2	Creativity	Creativity	Dr. Baqer Mehdi
3	Academic achievement Test	Academic Achievement Test (SAT)	By Investigator. (Constructed and standardized by Self)

## Statistical Techniques

### Correlation Analysis

#### Analysis and Interpretation

**H<sub>1</sub>: There is a significant relationship between the Intelligence and Creativity of Co-education Secondary School students.**

**Table 1: The r-value of scores of Coeducation of Intelligence and Creativity of Secondary School students**

Variable	Type of sample	N	Mean	'r' Value
Co-education Secondary School students	Intelligence	300	69.68	0.889
	Creativity	300	95.37	

A significant and positive relationship was observed between the Intelligence and Creativity of Co-education Secondary school students ( $r=0.889$ ,  $p<0.05$ ) at a 5% level of significance. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that, Intelligence and Creativity of Co-education Secondary School students are dependent on each other. In another words, the Intelligence scores increase or decrease with the increase or decrease in Creativity scores of Co-education Secondary School students.

**H<sub>2</sub>: There is a significant relationship between of urban of Intelligence and the Creativity of Secondary School students.**

**Table-2 The r-value of scores of Urban of Intelligence and Creativity of Secondary School students**

Variable	Type of sample	N	Mean	'r' Value
Urban Secondary School students	Intelligence	300	75.84	0.878
	Creativity	300	121.46	

A significant and positive relationship was observed between the Intelligence and Creativity of Urban Secondary School students ( $r=0.878$ ,  $p<0.05$ ) at a 5% level of significance. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that, Intelligence and Creativity of Urban Secondary School students are dependent on each other. In another words, the Intelligence scores increase or decrease with the increase or decrease in Creativity scores of Urban Secondary School students.

**H<sub>3</sub>: There is a significant relationship between the Intelligence and Creativity of rural Secondary School students.**

**Table 3: The r-value of scores of Rural of Intelligence and Creativity of Secondary School students**

Variable	Type of sample	N	Mean	'r' Value
Rural Secondary School students	Intelligence	300	67.39	0.845
	Creativity	300	86.23	

A significant and positive relationship was observed between the Intelligence and Creativity of Rural Secondary School students ( $r=0.845$ ,  $p<0.05$ ) at a 5% level of significance. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that, Intelligence and Creativity of Rural Secondary School students are dependent on each other. In another words, the Intelligence scores increase or decrease with the increase or decrease in Creativity scores of Rural Secondary School students.

#### Findings

- i) Intelligence and Creativity of Co-education Secondary School students are dependent on each other. In another words, the Intelligence scores increase or decrease with the increase or decrease in Creativity scores of Co-education Secondary School students.
- ii) Intelligence and Creativity of Urban and Rural Secondary School students are dependent on each other. In another words, the Intelligence scores increase or decrease with the increase or decrease in Creativity scores of Urban Secondary School students.

#### Discussion and Conclusion

In this study, the researcher aimed to **Study the Relationship between Intelligence and Creativity of Co-education of Urban and Rural Secondary School Students**", and it is concluded that i) Intelligence and Creativity of Co-education Secondary School students are dependent on each other. In another words, the Intelligence scores increase or decrease with the increase or decrease in Creativity scores of Co-education Secondary School students. ii) Intelligence and Creativity of Urban and Rural Secondary School students are dependent on each other. In another words, the Intelligence scores increase or decrease with the increase or decrease in Creativity scores of Urban Secondary School students.

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