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Research Paper

A comparative study of creativity among internet user and internet nonuser students

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ABSTRACT

The present investigation compares of creativity among internet user and internet non user students of class VIII in Almora district. The population for the present study is consisted all the students of junior high school of government and private schools of Almora city. Two government and two private schools were selected randomly and the sample of 138 students selected randomly. Survey method was used to the present research. For the purpose of research work general information gathering the subjects are internet users or internet nonuser made by Suman Shresth questionnaire used. To test student's verbal test of creative thinking constructed and standardized by Baqer Mahdi has been employed. Reliability coefficient for the factor score fluency, flexibility, originality and total creativity scores are ranging from 0.896 to .959. The validity coefficient against the teacher rating for fluency, flexibility, originality and total score factor was found to be 0.040, 0.32, 0.34 and 0.39 respectively. Descriptive statistics were used. Mean, standard deviation, t-values were calculated. t-test was used to find out the significance of difference at $p<0.01$ and $p<0.05$.

Keywords: *Creativity, Internet, User, Non user, Students*

Creativity is a phenomenon whereby something new and valuable is created (such as an idea, a joke, an artistic or literacy work, a painting or musical composition, a solution, an invention etc.). The ideas and concepts so conceived can then manifest themselves in any number of ways, but most often, they become something we can see, hear, smell, touch or taste. The range of scholarly interest in creativity includes a multitude of definitions and approaches involving several disciplines, psychology, cognitive science, education, philosophy (particularly philosophy of science), technology, theology, sociology, linguistics, business studies, song writing and economics, taking in the relationship between creativity and mental health, the potential for fostering creativity through education and training, especially as augmented by technology, and the application of creative resources to improve the effectiveness of learning and teaching process.

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The number of internet users in growing explosively worldwide. This is a reflection of the current digital era, with the internet being integrated into everyday lives. Students should take advantage of information available on the internet in their course work. The internet is also utilized for social and other non academic functions. The present need of time it is necessary for teachers and students to know to work on internet. By the use of internet, students do their works creatively. Students use internet to solve their many questions and in various activities. They often use internet to solve their problems.

Internet has the ability to enhance creativity and creation for the students. Internet provides many opportunities to the students to show their creative performance. So, it becomes necessary to understand the relationship between internet and creativity. The need in particular as well as the general need to further understand creativity related aspects of adolescence, served as the basis of proposing and designing present study. Creativity is a mental process to express the original outcomes. Internet user students are familiar with internet and online activities. Internet non user students are not familiar with internet and online activities. Each individual perceives the situation in his own manners and reacts to it on the basis of his experiences, imaginations and original thoughts. On account of these qualities, man creates new horizons. Every new invention is the results of man's creative mind. The internet is a vast collection of world-wide inter-connected networks. In this hew world of internet connectivity people can share their experiences, ideas, suggestions and problems. People try to exert influence to get fast responses and reactions from friends and strangers. The internet is become very powerful because the internet contains the biggest resource of information in the entire world and it enables people to obtain an interactive mechanism to instantly communicate with each other.

Internet use among students in several fields like educational, social, economical, industrial and political was confined to general or re-creational purposes such as receiving and sending e-mails, games and entertainment. The students used internet for communication, online purchasing, to complete their assignment, personal activities, searching academic activities, online socializing and entertainment websites to be gaining popularity with the number of users subscribing to such website increasing every day.

In present time technology has the ability to enhance creativity and creation for students. Students can make various creations by designing with technologies and internet. Student creates beyond the written work. Since internet is a common resource in organization today, it evokes an interest in knowing whether internet usage can stimulate creative performance. Welsch (1980) reviewed 22 definitions of creativity and proposed the following definition: **"Creativity is the process of generating unique products by transformation of existing products. These products, tangible and intangible, must be unique only to the creator, and must meet the criteria of purpose and value established by the creator."**

The creativity aspect can also be discussed on the basis of those personality characteristics of the creative which distinguish them from the non-creations. A number of researches have been done in the area and consequently different researches have presented different lists of personality traits attributed to the creative person. Reference in this connections may be made to be studies conducted by- Cattell (1968), Torrance (1962), Mackinnon (1962), and Forster (1971) etc. These studies along with other personality studies have brought out the following behaviour characteristics or personality traits of a potentially creative individual.

1. Originality of idea and expression.
2. A high degree of awareness, enthusiasm of concentration.

3. Lack of tolerance for boredom, ambiguity and discomfort.
4. Adaptation- ability and a sense of adventure.
5. Good memory and general knowledge.
6. An investigative and curious nature.
7. Foresight
8. The ability to take independent decisions.
9. Flexibility in thought, perception and action.
10. Fluency of expression
11. A high degree of sensitivity towards problems.

Rawat and Agarwal (1977) found that (a) High achievers in intelligence were not necessarily the high achievers in creativity. (b) Boys scores in creative thinking higher than girls in all samples.

White (1968) found the creative subjects to be higher on extraversion. He found that the extroverts obtained higher scores on divergent thinking test measures (fluency, flexibility and originality) than the introverts.

Gilchrist (1970) reported in his investigation that high creative students were found unconventional, willing to take risk, impulsive, observant, imaginative, idealistic, and concerned with beauty and having wide range of interests.

In the present study investigator had decided to study the creativity of internet user and internet non user students studying in class 8^{th} in all government and private School of Almora city. So total students class VIII of government and private schools of Almora city constitute the population of present study. On the other hand internet non user students have no opportunity to think freely. They busy themselves in their household work.

Statement of the Problem

A comparative study of creativity among internet user and internet non user students

Objectivities of the Study

The present study proposed to attain following specific objectives-

1. To compare total creativity among internet user and internet non user students of govt. and private school.
2. To compare fluency among internet user and internet non user students of govt. and private school.
3. To compare flexibility among internet user and internet non user students of govt. and private school.
4. To compare creativity among internet user students of govt. and private school.
5. To compare creativity among internet non user students of govt. and private school.
6. To compare creativity among internet non user students of govt. school.
7. To compare creativity among internet non user students of private school.
8. To compare creativity among internet user boys and girls of govt. and private school.
9. To compare creativity among internet non user boys and girls of govt. and private school.

Delimitations Of The Study

The problem is very vast & wide. Hence the investigator has delimited the problem as under:-

1. The present study is confined on students of Govt. and Private school of Almora District.
2. In the present study only two group internet user and internet non users have been considered.
3. The present study is delimited on class VIII students of Almora District.

RESEARCH METHODOLOGY

To fulfill the objectives of the present study, the researcher employed the descriptive survey method was used in the present investigation.

Population

The population for the present study is consisted all the students of class VIII of government and private schools of Almora city.

Sample and Sampling Method

Sample was selected from Almora city only, so that they could be easily accessible for the researcher and repetitive measurement required. Two government and two private schools were selected randomly. In the present study the sample of 138 students selected randomly. In the present study the probability sampling technique is followed and the selection of sample is based on a random sampling.

Tools Used For the Study

General information gathering the subjects are internet user or internet nonuser made by Suman Shresth questionnaire used. To test the creative thinking of the student's verbal test of creative thinking constructed and standardized by **Baqer Mahdi** has been employed. The verbal test includes 4 sub tests which are as follow:

1. Consequences test
2. Unusual user test
3. New relationship test
4. Product improvement test

Validity and reliability- Reliability coefficient for the factor score fluency, flexibility, originality and total creativity scores are ranging from 0.896 to .959. The validity coefficient against the teacher rating for fluency, flexibility, originality and total score factor was found to be 0.040, 0.32, 0.34 and 0.39 respectively.

Administration of Tool among Students

First, rapport was established between investigator and the subjects. Necessary instructions printed on tools were given to the students and were asked to write down the answers in specified time. It was ensured that no item of the questionnaire could remain unresponded before the form was collected.

Scoring Of the Questionnaire

Scoring procedure was simple. According to direction of manual of inventory, the scoring is as following:

1. **Scoring of fluency:** Fluency has been judged by locating the number of relevant of unrepeated ideas.
2. **Scoring for flexibility:** The flexibility scores have been obtained by finding the number of categories of approaches as mentioned in the scoring guide of the author.

3. **Scoring for the originality:** This has been done on the basis of originality weights given by the author on scoring guide.

Statistical Analysis

Data ware analyzed using excel programme. Descriptive statistics were used and t-value was calculated. t-test was used to find the significance of difference in the creativity among internet user and internet non user students at $p<0.05$ and $p<0.01$.

RESULTS

Statistical techniques have contributed greatly in gathering, organizing, analysing and interpreting numerical data. The data were scored, tabulated and analyzing with the help of mean, S.D. and t-test. The number of students of junior high school of government and private schools of Almora city who participated in the study was 138. The data regarding in the creativity among internet user and internet non user students were analyzed as follows:

Table 1 Data related to total creativity among internet user and internet non user students

S.N.	Group	Sample	Mean	Standard Deviation	't' Value	Level of significance
1.	Internet user students	70	94.70	27.90	13.30	0.01
2.	Internet non user students	68	81.46	27		

D. F. = 136, t-value is significant at 0.01 level

Table 1 clearly shows the internet user and internet non user students and their corresponding total creativity. There significant difference was found in their total creativity between internet user and internet non user students at significant level 0.01. The 't' value clearly showed that internet user students had found more total creativity than internet non user students (t= 13.30). Its more clear picture is depicted by line graph in the figure 1.

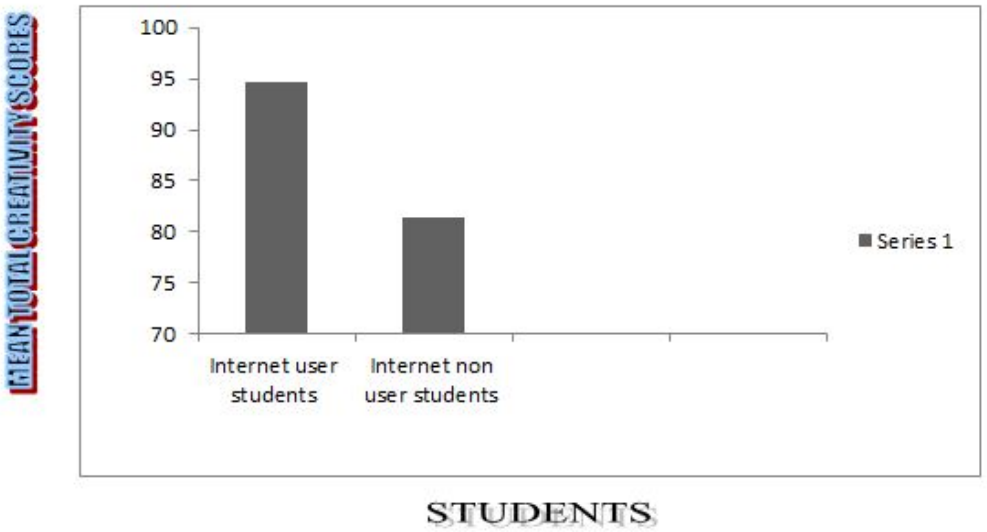

Figure 1 Mean total creativity score of internet user students and internet non user students

Table 2 Date related to fluency among internet user and internet non user students

S.N.	Group	N	Mean	S.D.	't' ratio	Level of significance
1.	Internet user students	70	47.90	9.70	3.74	0.01
2	Internet non user students	68	44.57	10.14		

D. F. = 136, t-value is significant at 0.01 level

Table 2 clearly shows the internet user and internet non user students and their corresponding fluency. There significant difference was found in their fluency between internet user and internet non user students at significant level 0.01. The 't' value clearly showed that internet user students had found more fluency than internet non user students (t= 3.74). Its clearer picture is dipcted by line graph in the figure 2.

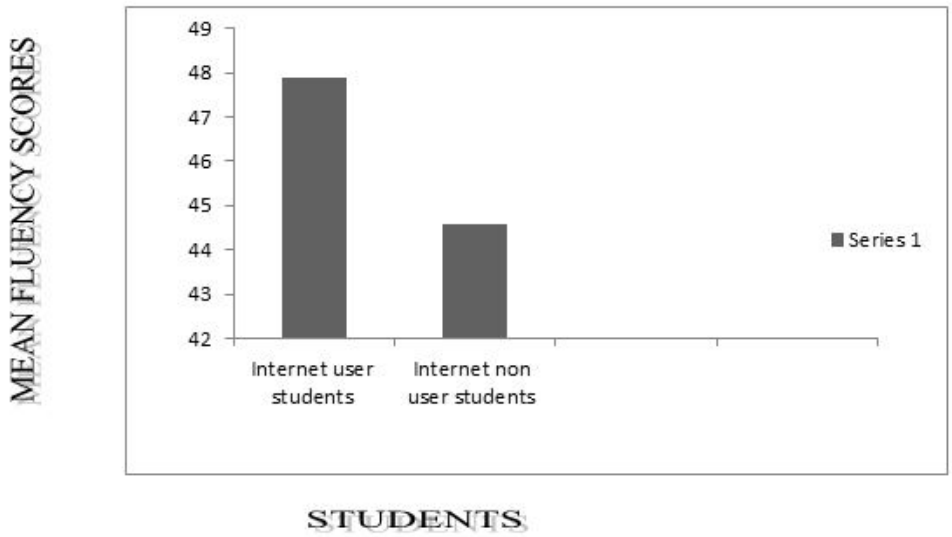

Figure 2 Mean fluency scores of internet user students and internet non user students

Table 3 Data related to flexibility among internet user and internet non user students

S.N.	Group	N	Mean	S.D.	't' ratio	Level of significance
1.	Internet user students	70	25.39	10.48	1.70	n.s.
2	Internet non user students	68	22.47	9.30		

D. F. = 136, t-value is non-significant

Data presented in table 3 show that internet user students and internet nonuser students were found almost similar in their measure of flexibility. No statistically significant difference was found in measure of flexibility of internet user students and internet nonuser students (t=1.70). Although, there seems some differences in mean values of these investigated groups, yet, the differences was not statistically significant at any level. Its more clear picture is depicted by line graph in the figure 3.

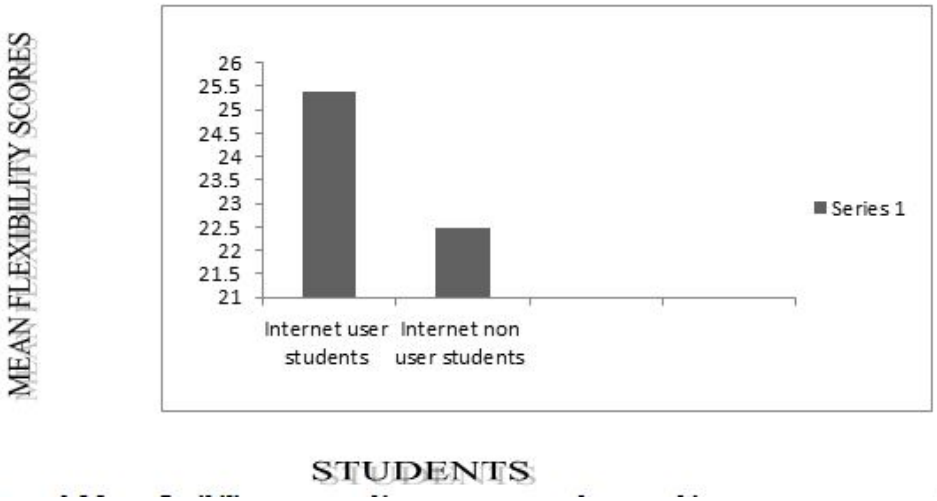

Figure 3 Mean flexibility scores of internet user students and internet non user students

Table 4 Data related to originality among internet user and internet non user students

S.N.	Group	N	Mean	S.D.	't' ratio	Level of significance
1	Internet user students	70	21	11	1.91	n.s.
2	Internet non user students	68	17	8		

D. F. = 136, t-value is non-significant

Data presented in table 4 show that internet user and internet nonuser students were found almost similar in their measure of originality. No statistically significant difference was found in measure of originality of internet user and internet nonuser students (t=1.91). Although, there seems some differences in mean values of these investigated groups, yet, the differences was not statistically significant at any level. Its clearer picture is depicted by line graph in the figure 4.

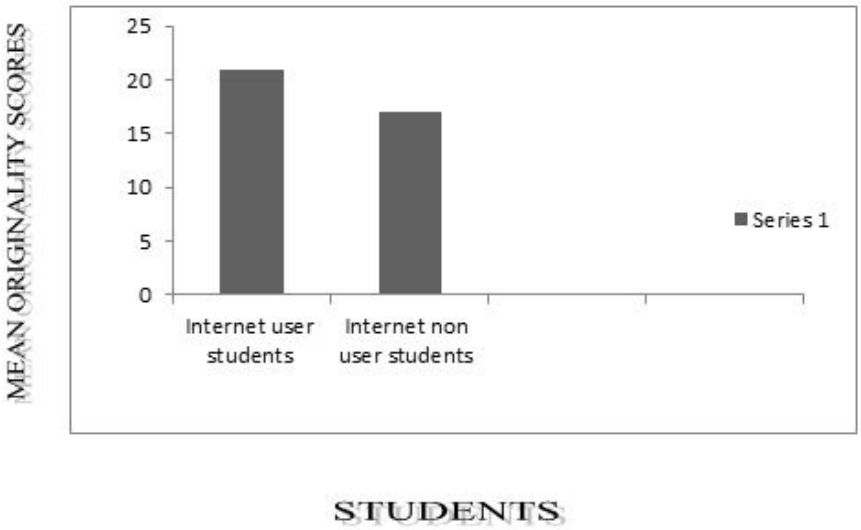

Figure 4 Mean originality scores of internet user students and internet non user students

Table 5 Date related to creativity among internet user students of government and private school

S.N.	Group	Sample	Mean	Standard Deviation	't' Value	Level of significance
1.	Internet user students	31	92.35	26.77	0.64	n.s.
2	Internet non user students	38	96.71	29.01		

D. F. = 67, t-value is non-significant

Data presented in table 5 show that internet user and internet nonuser students of government and private school were found almost similar in their measure of creativity. No statistically significant difference was found in measure of creativity of internet user and internet nonuser students of government and private school (t=0.64). Although, there seems some differences in mean values of these investigated groups, yet, the differences was not statistically significant at any level. Its more clear picture is depicted by line graph in the figure 5.

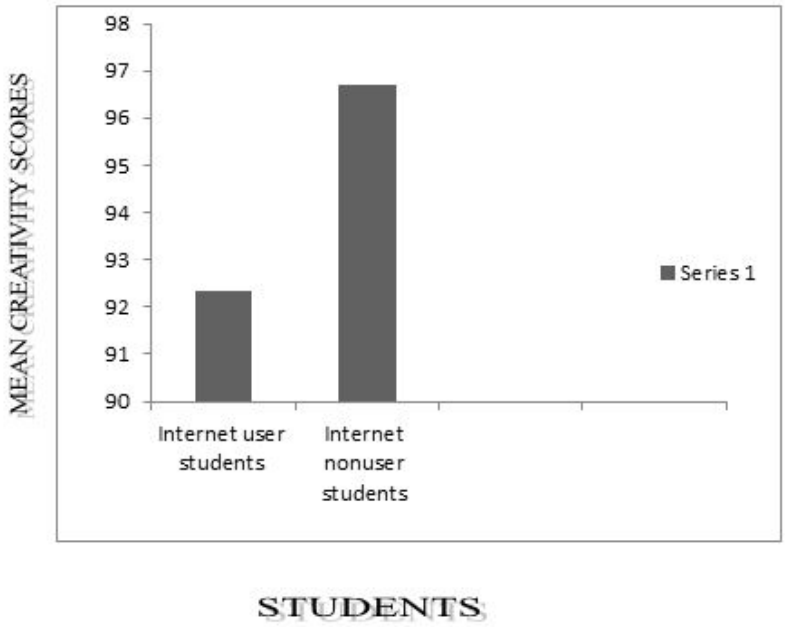

Figure 5 Mean creativity scores of internet user students of Govt. and Private school

Table 6 Data related of creativity among internet non user students of government and private school

S.N.	Group	Sample	Mean	Standard Deviation	't' Value	Level of significance
1.	Internet user students	35	81.50	26.75	0.033	n.s.
2	Internet non user students	33	81.45	27.71		

D. F. = 66, t-value is non-significant

Data presented in table 6 show that internet non user students of government and private school were found almost similar in their measure of creativity. No statistically significant difference was found in measure of creativity of internet non user students of government and

private school (t=0.033). Although, there seems some differences in mean values of these investigated groups, yet, the differences was not statistically significant at any level. Its more clear picture is depicted by line graph in the figure 6.

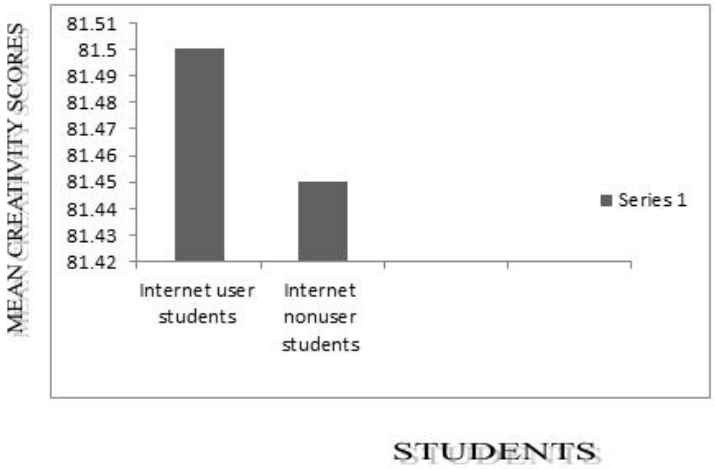

Figure 6 Mean creativity scores of internet non user students of government and private school

Table 7 Data related of creativity among internet user and internet non user students of private school

S.N.	Group	Sample	Mean	S.D.	't' Value	Level of significance
1.	Internet user students	34	93	26.70	1.68	n.s.
2	Internet non user students	36	82	26.60		

D. F. = 68, t-value is non-significant

Data presented in table 7 show that internet user students and internet non user students of private school were found almost similar in their measure of creativity. No statistically significant difference was found in measure of creativity of internet user students and internet non user students of private school students (t=1.68). Although, there seems some differences in mean values of these investigated groups, yet, the differences was not statistically significant at any level. Its clearer picture is depicted by line graph in the figure 7.

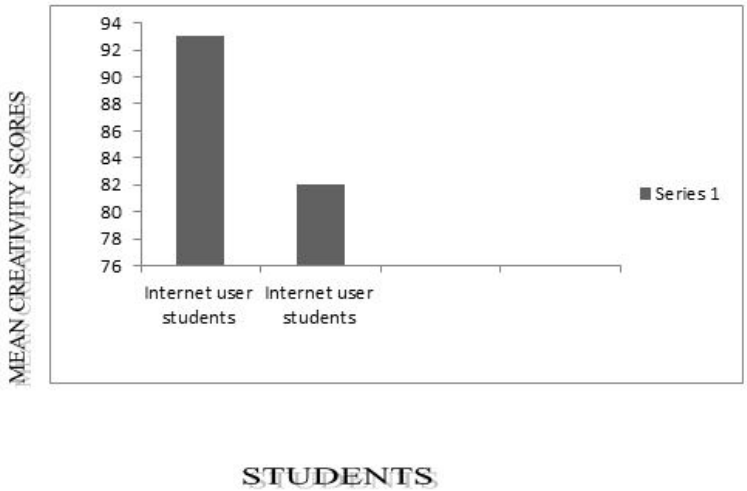

Figure 7 Mean creativity scores of internet user and internet non user students of private school

Table 8 Data related to creativity among internet user and internet non user students of Private school

S.N.	Group	N	Mean	S.D.	't' Value	Level of significance
1.	Internet user of Private school	39	95.71	29		
2	Internet non user of Private school	31	80.35	27	2.28	0.05

D. F. = 68, t-value is significant at 0.05

Data presented in table 8 show that internet user of private school students were found more creativity than Internet non user of private school students. Statistically significant difference was found in creativity of internet user of Private school students and Internet non user of private school students (t= 2.28). Its clearer picture is depicted by line graph in the figure 8.

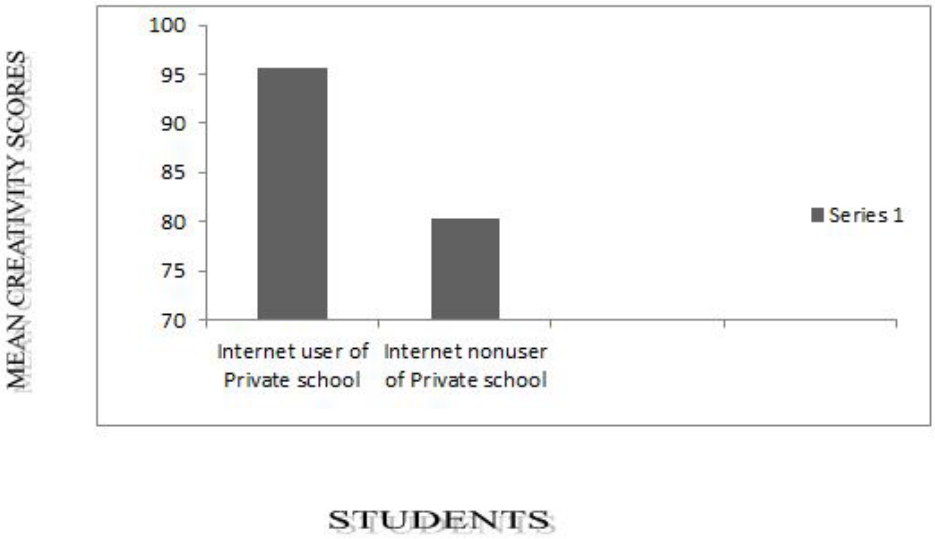

Figure 8 Mean creativity scores of internet user and internet non user students of private school

Table 9 Data related to creativity among internet user boys and internet user girls of government and private school

S.N.	Group	N	Mean	S.D.	't' ratio	Level of significance
1.	Internet user boys	36	97.16	27.38		
2	Internet user girls	33	92.12	28.657	0.74	n.s.

***D. F. = 67, t-value is non-significant**

Data presented in table 9 show that internet user boys and internet user girls of government and private school were found almost similar in their measure of creativity. No statistically significant difference was found in measure of creativity of internet user boys and internet user girls (t=0.74). Although, there seems some differences in mean values of these investigated groups, yet, the differences was not statistically significant at any level. Its clearer picture is depicted by line graph in the figure 9.

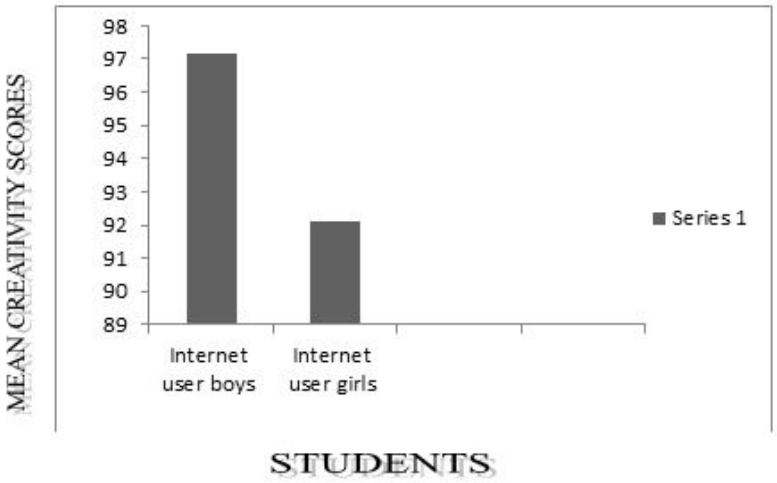

Figure 9 Mean creativity scores of internet user boys and internet user girls of government and private school

Table 10 Data related to creativity among internet non user boys and internet non user girls of government and private school

S.N.	Group	Sample	Mean	Standard Deviation	't' Value	Level of significance
1.	Internet non user boys	34	80.74	27.17		
2	Internet non user girls	34	82.27	26.78	0.23	n.s.

D. F. = 66, t-value is non-significant

Data presented in table 10 show that internet non user boys and Internet non user girls of government and private school were found almost similar in their measure of originality. No statistically significant difference was found in measure of originality internet non user boys and internet non user girls (t=0.23). Although, there seems some differences in mean values of these investigated groups, yet, the differences was not statistically significant at any level. Its clearer picture is depicted by line graph in the figure 10.

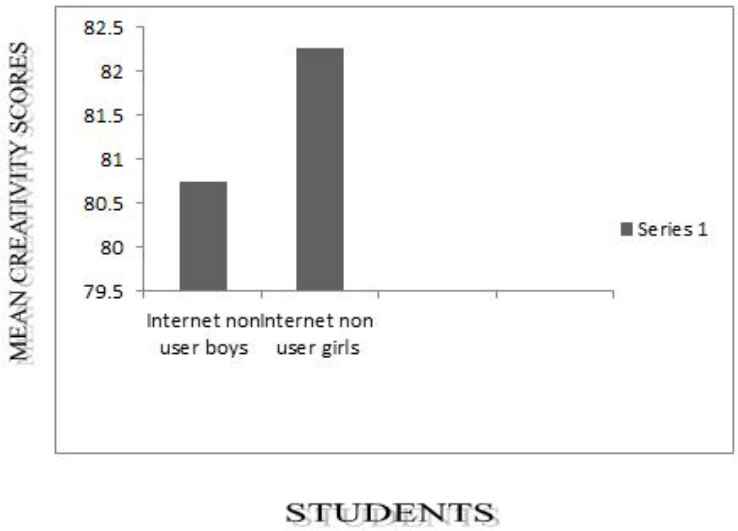

Figure 10 Mean creativity scores of internet non user boys and internet non user girls of government and private school

DISCUSSION

In the present study mean value 94.70 of internet user students was higher than mean value 81.46 of internet non user students on the measure of total creativity. Internet user students had found more total creativity than internet non user students (t= 13.30). Mean value 47.90 of internet user students was more than mean value 44.57 of internet non user students on the measure of fluency. Internet user students had found more fluency than internet non user students (t= 3.74). The mean value of internet user students was 25.39 and the mean of internet non user students 22.47. There was a very less difference in the mean value which was found to be 2.93. Though the difference was less but the internet user students scored more on measure of flexibility. Internet user students and internet nonuser students were found almost similar in their measure of flexibility. Though the mean value was 21 of internet user students was higher than mean value of internet non user students which was 17 on the measure of originality. Internet user and internet nonuser students were found almost similar in their measure of originality. The mean value of internet user students of Private school was 92.35 and the mean value of internet user students of government school was 96.71. Internet user and internet nonuser students of government and private school were found almost similar in their measure of creativity. Mean value of internet user students of Govt. School was 81.50 and that of internet non user students of private school 81.45. Internet non user students of government and private school were found almost similar in their measure of creativity. Though the mean value was 93 of internet user students was higher than the mean value 82 of internet no user students. The mean value shows that both groups are identical as far as their mean values are concern. Internet user students and internet non user students of private school were found almost similar in their measure of creativity. Mean value 95.71 of internet user students was higher than the mean value 80.35 of internet non user students on the measure of creativity. Internet user students of private school students were found more creativity than internet non user of private school students. The mean value of internet user boys of government schools was 97.16 and the internet user girls of private school were 92.12. Internet user boys and internet user girls of government and private school were found almost similar in their measure of creativity. The mean value 80.74 of internet non user boys was less than the mean value 82.27 of internet non user girls on measure of creativity. Internet non user boys and Internet non user girls of government and private school were found almost similar in their measure of originality. The lowest mean value obtained for internet non user students which was 17 on the measure of originality which indicates that internet non user students have lowest originality. The highest mean scores obtained for internet user boys of government schools was 97.16 which indicates that internet user boys of government schools have highest originality. Thus all other mean value scores between these two mean values. There was highest t-value (t= 13.30) between internet user and internet non user students and their corresponding total creativity and lowest t-value (t=0.033) between internet non user students of government and private. The differences observed in total creativity, fluency, flexibility, originality and creativity of above students were partly due to differences in their living areas, internet knowledge, family type, caste, societies, subject interest, teaching experience and availability of the resources etc.

CONCLUSION

1. Internet user and internet non user student significantly differ from each other on the measure of creativity and the difference was significant.
2. Internet user and internet non user student significantly differ from each other on the measure of fluency and the difference was significant.
3. Internet user and internet non user student was not significantly differing from each other on the measure of flexibility.

4. Internet user and internet non user student were not significantly different from each other on the measure of originality.
5. Internet user and internet nonuser students of government and private school were not significantly differ from each other on the measure of creativity.
6. On the basis of the results it can be concluded that internet non user students of govt. and private school were not significantly different from each other on the measure of creativity.
7. On the basis of results it can be concluded that internet user and internet non user of govt. school were not significantly different from each other on the measure of creativity. Both groups were similar in creative thinking.
8. On the basis of results it can be concluded that internet user and internet non user students of private school were significantly different from each other on the measure of creativity and the difference was significant.
9. On the basis of results it can be concluded that internet user boys and girls were not significantly different from each other on the measure of creativity.
10. On the basis of results it can be concluded that internet non user boys and girls were not significantly different from each other on the measure of creativity.

Educational Implications

The present study is related to creativity among internet user and internet non user students. Creative talents are the good future of a nation. So it necessary to find out the creative talents and gave them proper guidance. In the present time internet is very useful for the students in their learning. Students mostly use internet for E-mail, video calling, photoshop, Social networking like face book etc. Students often use internet with their creative functioning. The findings of the research can give new directions to enhance the creativity of students and encourage their creative activities and new ideas. There are some educational implications of this study as follow-

1. The study is with a view to develop a positive attitude among students towards creative thinking and internet use.
2. A planned effort should be made to provide the students to give more opportunities to express their ideas on related subjects.
3. The teachers will enhance the creativity of students and conduct some special creative and imaginative activities in classroom.
4. The study may help the teachers to know the creative thinking of students and they allow the students to thing freely in their own way.
5. Use a collaborative creative thinking model to solve classroom problems. For instance, read a paragraph and then have group discussion, collaborative problem solving is catching on quickly. In fact many business schools have implemented creative thinking model into their curriculum.
6. Design some classroom space for exploration such as thinking table, a drama stage, a drawing table, graphic or a space for group to discuss their ideas.
7. Knowing the creativity of students, teacher can adopt them and work within the current framework. Some topic allow for flexibility and use of creative approaches.
8. The classroom environment must be a place where students feel safe to share novel ideas. Allow for flexibility and create norms that foster creative approaches.
9. The teachers and parents should give proper guidance for creative use of internet in their activities.
10. The students should more and more use E-mail, E- learning and facebook in creative manner.

11. Make connections between the classroom activities and students real life. 'Create the desire to know'.
12. The students should be motivated to think beyond the lesson or classroom. Find extend learning opportunities at home or even the community.
13. Encourage the students to express their own original ideas freely.

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