



# CREATIVITY AND LEARNING STYLES OF HIGH SCHOOL STUDENTS

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## ABSTRACT

The present investigation was primarily designed to determine the relation of creativity with the learning style of high school students. Descriptive survey method was employed. Random sampling technique was applied. 250 Students of two schools were selected randomly out of 106 government schools of Chandigarh. Learning style bears significant relationship with creativity of high school students. Tactile and Group learning styles bears no significant relationship with creativity of high school students. Visual, Auditory, Kinesthetic and Individual learning styles bear significant relationship with creativity of high school students. Therefore students' learning style plays a pivotal relationship with creativity and as learners discover about their learning style, they can unfold their creative potential and learn things more efficiently.

**KEYWORDS:** Creativity, learning style, high school students.

## INTRODUCTION

Students preferentially take in and process information in different ways: by seeing, hearing, reflecting, acting and reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. If students are demotivated, confused and look tired in class, one solution is to use new teaching styles and learning styles to overcome such problems. This is because learners learn in different ways such as hearing, seeing, taking notes, imagining and visualizing, among many others. These ways or tactics are called learning styles. Learning style helps us to know about the specific learning style of individual to remember the matter which he has learnt.

**Kemp and Morrison (1998)** referred learning style as a form of students' unique learning preference and helpful for teachers in planning of small group and individualised instruction.

Acc. to **Reid (1995)** there are five types of learning styles i.e.

- 1. Visual learning style:** It means that an individual learns well from seeing words in books, on chalkboard and in work books. Individual can remember and understand information and instructions better if he/she read them.
- 2. Aural learning style:** It means that an individual learns from hearing words spoken and from oral explanations. He/ she may remember information by reading aloud or moving their lips as he/she reads, especially when one is learning new material.
- 3. Read / write learning style:** It means that an individual learns better when he/she first reads the material and then practices it by writing down. It helps the individual to learn more easily and confidently. It also helps individual in development of writing skill.
- 4. Kinesthetic learning style:** In this an individual learns best by experience, by being involved physically in classroom experiences. He/she may remember information well when actively participating in activities, fieldtrips and role playing in the classroom.
- 5. Multimodal learning style:** It means that an individual gives preferences to two or three modes of learning for better learning to take place and for their interaction with others. Individuals with multimodal preferences use more than one strategy because they feel insecure with only one style of learning.

Creativity is a main factor in the development of the society where every resource is fully utilized. Creativity is an illusive, subtle phenomenon. Creativity is the capacity or ability of an individual to create, discover or produce new ideas or object including the re- arrangement or reshaping of what is already known to him.

**Paplia (1987)** said that creativity is the ability to see things in a new and unusual light, to see problems that no one even else may realize exist, and then to come up with new, unusual and effective solutions. **Gardner (1985)** suggests multiple areas of ability, describing domain specific skills and creativity. Associations between learning preferences, or styles and creativity remain virtually uncharted territory, partly because both areas lack clear definitions. **Stein (2003)** explored the relationship between creativity, multimodal pedagogy, representation and learning in research with children living in formal settlements. Students used 2D drawings, 3D figures, spoken dialogues and performance to create narratives of

identity and culture. **Mavers (2008)** raised new question in relation to how we understand teaching and learning. For instance, how student understand and work with issue of scale. The visual term prompts us to examine how changes in media affect learning processes and how the visuals can be harnessed to the purpose of creativity and education.

The review of the related literature and the conclusions derived from the above given studies helped the investigator in delivering adequate guidelines and rationale for this study.

## OBJECTIVES

1. To study the relationship of creativity with learning style.

- To study the relationship of creativity with visual learning style.
- To study the relationship of creativity with auditory learning style.
- To study the relationship of creativity with tactile learning style.
- To study the relationship of creativity with kinaesthetic learning style.
- To study the relationship of creativity with group learning style.
- To study the relationship of creativity with individual learning style

## HYPOTHESES

- There will be no significant relationship between creativity and learning style.
  - There will be no significant relationship between creativity and visual learning style.
  - There will be no significant relationship between creativity and auditory learning style.
  - There will be no significant relationship between creativity and tactile learning style.
  - There will be no significant relationship between creativity and kinaesthetic learning style.
  - There will be no significant relationship between creativity and group learning style.
  - There will be no significant relationship between creativity and individual learning style.

## DESIGN

The present investigation was primarily designed to determine the relation of creativity with the learning style of high school students. In the present study descriptive survey method was employed.

## SAMPLE

In present study random sampling technique was applied. Two schools were selected randomly out of 106 government schools of Chandigarh. Out of these

schools a sample of 250 class IX<sup>th</sup> students were taken randomly.

#### TOOLS USED

The standardized tests used for the present study are:

Verbal test of creative thinking by Baqer Mehdi (revised) (2009).

Questionnaire on learning style by Joy Reid (1995).

#### ANALYSIS AND DISCUSSION OF RESULTS

After the administration of above mentioned tools, scoring was done and results were interpreted.

**HYPOTHESIS 1** There will be no significant relationship between creativity and learning style.

The value of calculated coefficient of correlation between creativity and learning style of high school students is 0.223 which is significant at 0.01 level of significance. Therefore there is a significant and positive correlation between creativity and learning style of high school students at 0.01 level of significance. Hence the hypothesis that "there will be no significant relationship between creativity and learning style" is not retained as the data did not support our hypothesis.

**HYPOTHESIS 1 (a)** There will be no significant relationship between creativity and visual learning style.

The value of calculated coefficient of correlation between creativity and visual learning style of high school students is 0.347 which is significant. Therefore there is significant and positive correlation between creativity and visual learning style of high school students at 0.05 and 0.01 level of significance. Hence the hypothesis that "there will be no significant relationship between creativity and visual learning style" is rejected.

**HYPOTHESIS 1(b)** There will be no significant relationship between creativity and auditory learning style.

The value of calculated coefficient of correlation between creativity and auditory learning style of high school students is 0.234 which is significant at 0.01 level of significance. Therefore there is significant and positive correlation between creativity and auditory learning style of high school students at 0.01 level of significance. Hence the hypothesis that "there will be no significant relationship between creativity and auditory learning style" is rejected.

**HYPOTHESIS 1(c)** There will be no significant relationship between creativity and tactile learning style.

The value of calculated coefficient of correlation between creativity and tactile learning style of high school students is 0.151 which is not significant. Therefore there is no significant and positive correlation between creativity and tactile learning style of high school students at 0.05 and 0.01 level of significance. Hence the hypothesis that "there will be no significant relationship between creativity and tactile learning style" is retained as the data support our hypothesis.

**HYPOTHESIS 1(d)** There will be no significant relationship between creativity and kinaesthetic learning style.

The value of calculated coefficient of correlation between creativity and kinaesthetic learning style of high school students is 0.251 which is significant at 0.01 level of significance. Therefore there is a significant and positive correlation between creativity and kinaesthetic learning style of high school students at 0.01 level of significance. Hence the hypothesis that "there will be no significant relationship between creativity and kinaesthetic learning style" is retained.

**HYPOTHESIS 1(e)** There will be no significant relationship between creativity and group learning style.

The value of calculated coefficient of correlation between creativity and group learning style of high school students is 0.131 which is not significant. Therefore there is no significant and positive correlation between creativity and group learning style of high school students at 0.05 and 0.01 level of significance. Hence the hypothesis that "there will be no significant relationship between creativity and group learning style" is retained.

**HYPOTHESIS 1(f)** There will be no significant relationship between creativity and individual learning style.

The value of calculated coefficient of correlation between creativity and individual learning style of high school students is 0.218 which is significant at 0.01 level of significance. Therefore there is no significant and positive correlation between creativity and visual learning style of high school students at 0.01 level of significance. Hence the hypothesis that "there will be no significant relationship between creativity and individual learning style" is rejected.

#### FINDINGS AND CONCLUSION

- Learning style bears significant relationship with creativity of high school students.
- Visual learning style bears significant relationship with creativity of high school students.
- Auditory learning style bears significant relationship with creativity of high school students.
- Tactile learning style bears no significant relationship with creativity of high school students.
- Kinaesthetic learning style bears significant relationship with creativity of high school students.
- Group learning style bears no significant relationship with creativity of high school students.
- Individual learning style bears significant relationship with creativity of high school students.

From the above results we can say that learning style bears a positive correlation with creativity which means that students' learning style plays a pivotal relationship with creativity and as learners discover how to process the information best, they can learn things more efficiently and in less time. It is good to know about the preferred learning style so that one can respond most effectively to the teaching and learning material being presented. Learning style may help to determine how creative is the individual while learning and remembering the subject matter. It may help to know the capabilities of creativity being nourished and nurtured by training or education. It gives the freedom for the multiplicity of responses, choices and line of action. Creativity is the most highly valued qualities of human beings as creative acts effect enormously in all spheres of life. A good education, proper care and provision of the opportunities for creative expression inspire, stimulate and sharpen the creative mind and herein the parents and society come into the picture. They should help in determining the learning style of the learner which may help the children in nourishing and utilizing their creative abilities to the maximum degree.

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