

International Journal of Education and Psychological Research

Volume-6

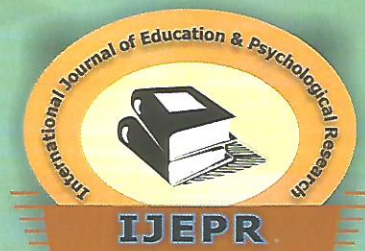
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About IJEPR Journal

The International Journal of Education and Psychological Research (IJEPR) is a refereed quarterly published International Journal focused on teaching and learning at all levels of education along with psychological aspects in research. The primary purpose is to publish original psychological research pertaining to education across all ages and educational levels.

The objective of the Journal is to identify, describe, analyze, and address issues that exist in the field of education from the perspectives of students, candidates, teachers, and teacher educators. The main objective of the Journal is to provide answer to the question "What would students, candidates, teachers, and teacher educators say if a space were opened for them to name, analyze and address the most deeply felt issues in education and psychology from their points of view?"

The Journal is established to facilitate collaboration and communication among researchers, innovators, practitioners, and administrators in the field of education and psychology in academia, business, industry, government, health care, and foundations. The Journal is committed to publish significant writings of high academic stature. The prompt publication of high-quality articles is the journal's first priority. All contributions are submitted 'blind' to at least two independent referees before acceptance for publication.

This Journal will provide an international forum for the discussion and rapid dissemination of research findings in psychology relevant to education. The journal places particular emphasis on the publishing of papers reporting applied research based on experimental and behavioral studies. Reviews of relevant areas of literature will also be an important and integral part of the journal.

Scope

The Journals reports on philosophical, historical, comparative, experimental and survey studies and has no preferences - except quality - concerning the authors' choices of methodological perspectives in the domain of Education and Psychology.

The readership of journal looks at the theoretical and practical implications of the assessment results on a variety of fields such as education, schooling, fields of psychology, and other related fields in the social sciences. Articles that focus on the relevance of assessment and evaluation in various educational and psychological settings are preferred.

Journal seeks to publish psychological research that makes a significant contribution to the understanding and practice of education. The aims are to give access to research to a broad, international readership including researchers, practitioners and students in education. Empirical, theoretical and methodological papers are welcomed, including action research, case studies, and critical reviews of the literature, experimental studies and surveys. Important criteria in the selection process are quality of argument and execution, clarity in presentation and educational significance.

Specific topics include: Theory and Practice, Curriculum and Instructional Design, Use of ICT in Education, Interactive Technologies, Synchronous and Asynchronous Learning, Peer Learning, Learning Styles, Learning Objects, Learning Management Systems, Institutional Administration, Policy Frameworks, Adaptation to different cultures, Education-industry Partnerships, Psychological Aspects for various factors pertaining to Education, and related topics.

Frequency

The journal will release volumes four times a year: March, June, September and December. The full papers will be published on-line and print version.

Peer Review Policy

All papers appearing in the volumes will be peer reviewed. Each paper submitted will be screened by the editor and then sent for peer review. The reviewer will remain anonymous to the authors.

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A comparative study of convent Government and private school boys in relation to their creativity and intelligence

1. Talib Ather Ansari^[1]

Abstract:

We constantly need new and better ideas for almost every aspect of our life. The main aim of this research paper is to help the 10th class students to recognize, develop and act upon the divergent thinking and intelligence they already possess. They recognize the inherent creativity in their own and with others classmates, they may identify characteristics of a creative person, develop creative thinking, problem solving and using creative skills using their basic elements of the creative process, examine qualities of a creative environment in real world settings.

Keywords: *divergent thinking, fluency, flexibility, originality, creativity, intelligence.*

I. INTRODUCTION

The assessment of divergent thinking and intelligence has a long yet controversial matter. In the lay literature, one often hears about the testing of divergent thinking rather than intelligence. Here we study about the process whereby individuals acquire knowledge from the environment. Thus the term divergent thinking and intelligence refers to the highest level of various mental processes such as perception, memory, abstract thinking, critical thinking, logical thinking, creativity, reasoning, problem solving as well as the more interactive and control processes related to brain executive functions. The components within the domain of divergent thinking represent the relationships among sub system of the cognitive domain. To know the comprehensive cognitive functioning, we may comprehend the performance of the students in the creative functions. Psychologist has considered various domains of divergent thinking and intelligence and attempted to measure them. In contrast to divergent thinking and intelligence that is distinguishes between verbal and non-verbal perceptual organization of cognitive process or creativity. The development of the various components underlying divergent thinking and intelligence does not occur at the same pace. During infancy and early childhood attention and perception are the most rapid developmental components, while in later childhood and adolescent, high order linguistic abilities are acquired, in creative function divergent thinking and intelligence are the important components and they are special and executive elements due to the pattern evolving in differentially emerging abilities. Such outcomes may have adaptive or maladaptive significance for student functional adjustment. These creative talent need definitely to be honored and cultivated in India.

II. REVIEW OF RELATED STUDIES

Divergent thinking, or what **Guilford (1950, 1968)** called divergent production, is more than a metaphor. In fact, one reason the concept is so attractive is that it leads directly to

testable hypotheses and allows reliable assessment of the potential for creative thoughts. **Bruner, (1962)** argues that man's creative faculties restore his dignity in computer dominated age. **Jackson (1962)** regards it as one of the highly valued qualities. Considering creativity as one's most valuable resource. **Toynbee, (1964)** prove creativity and intelligence into the educational climate in which creative talents are appreciated, nourished and nurtured in the nation. **Guilford, (1967)** People with intelligence below average intelligence have little chance of being very creative; those with intelligence above the threshold may have the potential of high creativity but it is not related to their IQ level. **Torrance, (1969)** recognize development of creativity is all important for the development of a fully functioning, mentally healthy, well educated and vocationally successful individual. It is because of growing recognition of the importance of creative functioning and there is sufficient evidence of the universality of creativity. **Taylor, (1969)** "In fact historical record provides evidence that cultures have collapse because of the failure to utilize intelligent imaginative method for solving problems." In this context **Taylor (1972)** discussing the work of Arnold Toynbee, the historian, describes the need of the society to utilize its potential creativity and intelligence a matter of survival for any society, majority of mankind's are struggled upward to a better life, America's destiny is the example to help indigent in favor. **Guilford and Christensen (1973)** assumed a break in the correlation data between intelligence quotient (IQ) and creativity at an IQ level of approximately 120. Below an IQ level of 120, a correlation between IQ and creativity is observed, whereas no correlation is observed at IQ levels above 120. The basic idea of the threshold hypothesis means that high creativity requires high intelligence or above-average intelligence. Above-average intelligence is considered to form a necessary but insufficient condition for high creativity. **Getzels and Jackson, (1962); Guilford, (1967); Fuchs-Beauchamp et al., (1993)** considered

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