



Mass Media Variables for Anticipating Creativity among Academically Bright Rural Adolescents

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ABSTRACT

Creativity is the tendency to generate ideas, alternatives and possibilities that may assist in encountering day to day life problems, communicating with others and entertaining ourselves and others whereas media technologies act as a medium while interacting with a large group of audience via mass communication. The study explored the relationship between mass media use and creativity. The primary data collected from 300 participants included independent variables related to mass media used, time spend and the social media use. Five aspects of creativity i.e., seeing problem, unusual uses fluency, unusual uses flexibility, unusual uses originality and unusual uses creativity were used. Chi-square analysis indicated that social media use was significantly associated with the all aspects of unusual uses of creativity of respondents' i.e., fluency, flexibility, originality and creativity. It was elucidated that the amount of time spend on mass media was significantly associated with adolescents' seeing problem abilities and their unusual uses fluency. No association was observed between type of mass media used by participants and their creative abilities.

INTRODUCTION

Nowadays students are taking on careers that were not yet imagined in the last centuries. They work to resolve some of the world's greatest problems; from climate change, overcrowding, deforestation, inequality and various other large scale conflicts, through advancing technologies across every feasible industry. With that in mind, it is basic necessity to empower next generation i.e., young adolescents in terms of their creativity and problem-solving abilities in all walks of life. Erikson (1963) defined adolescence as the stage of growth between 'childhood' and 'adulthood' possessing ideological mind. Hurlock (1981) designated year 13 to 16 as young (pre) adolescence. Kumari et al., (2018) examined creative thinking abilities of 13-16 years old respondents and showed high level of creativity irrespective of age, gender, type of school and Grade Point Average (GPA). It's true that social media has the potential to influence teenagers negatively; particularly in the way it might affect

their self-esteem. However, there are some positive effects of social media on young adolescents such as it aids in developing social and communication skills, critical thinking and assessment along with expanding their worldview and caters them to get out of the bubble of their own community or a small circle of friends. Social media offers teens a virtual way to express themselves and showcase their uniqueness in a different manner. Mass media use encourages creativity and innovative thinking among adolescents and social media can be a great way to support, boost confidence and inspire each other.

Creativity is the ability to find innovative solutions to the any existing problem or new modes of expression Edwards (2012) assisting the existence of something new to the individual, culture, society, nation and world. From written articles to photos and graphics, there are numerous ways for participants to participate, engage, enhance and show off their creative potential through mass media platforms which can be excellent resource for educating young

adolescents. They can learn new things, different languages, can develop new hobbies and can find solutions for their current educational problems through articles shared on various mass media networks, or perhaps by watching tutorial videos on YouTube and elsewhere. In the present era, where Artificial Intelligence (AI) is flourishing, Elon Musk (billionaire entrepreneur, business magnate, founder of Space-X, CEO of Tesla) is making space travel more accessible and Bill Gates (founder, owner and CEO of Microsoft) created over a trillion dollar company by dominating personal computer operating system market, clearly highlights the future of creative abilities, innovative thinking, future fore-sighting, dedication and hard work. The classroom environment is one of the most important places to start imbibing, encouraging and nurturing creativity in young minds. The role of both teachers and parents in a child's life is crucial because they nurture their creative behavior, limitless thinking, develop their soft skills, support and encourage creative abilities as it plays an important role in life outside the classroom.

METHODOLOGY

This study was conducted on 300 rural academically bright adolescent boys and girls of 12 to 14 years. The participants were selected on criterion-basis (12 to 14 years old adolescents those scored more than 85% and above from the last three consecutive years) from Hisar District of Haryana, India. The independent variables (academically bright young adolescents, type of mass media used, time spend on mass media and social media use) and dependent variables (sub-aspects of creativity) were analyzed in order to determine the association of mass media variables with adolescents' creative abilities. All sort of projected and non-projected sources of information available to the adolescents' were further categorized as print media (newspaper, magazine, leaflet, booklet etc.), audio media (radio, lectures etc.), audio-visual media (television, YouTube and various mobile phone related apps etc.) and interactive media (demonstration, online live classes etc.). Total time (in hours) spend on mass media by the adolescents on daily basis, various websites and applications through which respondents' create and share content through social networking websites such as, Facebook, Telegram, Signal, Twitter, Instagram and WhatsApp etc. were studied.

Creativity was studied under five sub-aspects i.e., seeing problem abilities, unusual uses fluency, unusual uses flexibility, unusual uses originality and unusual uses creativity. All the participants were personally approached by the researcher. The primary data regarding independent variables was gathered with the help of self-developed questionnaire cum interview schedule. The data regarding dependent variables was collected by using standardized Test of Creativity developed by Passi (2006). The collected data was analyzed and interpreted to draw meaningful inferences by using Statistical Package for the Social- Science (SPSS) to calculate frequency, percentage and χ^2 -value.

RESULTS AND DISCUSSION

Table 1 portrayed that the time spend on mass media ($\chi^2 = 15.71$) was highly significantly associated with seeing problem of the young adolescents, while, no significant association was

observed with type of mass media adopted and the use of social media by the respondents. Research findings were also in line with the research study of Pritchard and Wilson (2016) who revealed that the computer screen offers a social area which is particularly helpful for adolescents in their creative personality development. Singh and Singh (2011) also elucidated that mass media can provide attention of rural women on different development programmes and gave them opportunities to express their reactions. Additionally, mass media creates awareness about needs, problems, innovations and solutions available. Table further divulged that the unusual uses fluency of the adolescents was highly significantly associated with social media use ($\chi^2 = 15.24$) and significantly associated with the amount of time spend on mass media ($\chi^2 = 11.94$) by them. No significant association was explicated with the type of mass media used by the young adolescents. The research findings were also supported by the Acar et al., (2019) who elucidated that time spend on mass media and the nature of social media use was positively associated with adolescents' creativity.

The unusual uses flexibility of the respondents was highly significantly associated with their social media use ($\chi^2 = 12.08$), whereas, no significant association of unusual uses flexibility was revealed with type of mass media use and time spend on mass media by the adolescents. Results obtained were also in line with the study conducted by Kircaburunk et al., (2020) which revealed that everyday creativity of adolescents was directly associated with social media use. It was also observed that the creative personality traits such as, self-confidence, task-oriented abilities and risk taking were associated with social media use. Singh and Rani (2013) also depicted that computer/ internet had moderate impact in terms of social awareness, entertainment, skill enhancement and quality education. The social media use ($\chi^2 = 11.32$) was significantly associated with the adolescents' unusual uses originality. No significant association was found with the type of mass media adopted by the respondents and the amount of time spends on mass media by the adolescents. Contradictory results were obtained by Singh and Rani (2014) where mass media especially television, had increased awareness on current news, general awareness, including career information, job opportunities, news regarding college admissions, provided entertainment and affected decision making abilities of both males and females. The unusual uses creativity of the adolescents was significantly associated with the social media use ($\chi^2 = 9.84$) by them. No significant association was observed with the type of mass media used by the respondents and the total amount of time spent on mass media by them. Research results were also in line with the results of Reddy (2013) where creativity of the young adolescents was directly influenced by the social media use.

CONCLUSION

It was concluded that social media use was significantly associated with the all sub-domains of unusual uses creativity of respondents' i.e., fluency, flexibility, originality and creativity. Further, it was also elucidated that the total time spend on mass media was significantly associated with young adolescents' seeing problem abilities and their unusual uses fluency. No association was found between type of mass media adopted by participants and

Table 1. Association of mass media variables with creativity parameters

S.No.	Variables	Level of seeing problem			χ^2 -value
		Below average F (%)	Average F (%)	Above average F (%)	
a)	Seeing problem				
1.	Type of mass media used				7.13
	Print media	08 (2.7)	05 (1.7)	09 (3.0)	
	Audio media	02 (0.7)	04 (1.3)	00 (0.0)	
	Audio-Visual media	82 (27.3)	106 (35.3)	61 (20.3)	
	Interactive media	06 (2.0)	10 (3.3)	07 (2.3)	
2.	Time spend on mass media				15.71**
	3 hours and below	87 (29.0)	100 (33.3)	53 (17.7)	
	4 to 7 hours	11 (3.7)	14 (4.7)	17 (5.7)	
	8 hours and above	00 (0.0)	11 (3.7)	07 (2.3)	
3.	Social media use				5.76
	Yes	38 (12.7)	66 (22.0)	42 (14.0)	
	No	60 (20.0)	59 (19.7)	35 (11.7)	
b)	Unusual uses fluency				
1.	Type of mass media used				4.44
	Print media	08 (2.7)	08 (2.7)	06 (2.0)	
	Audio media	03 (1.0)	03 (1.0)	00 (0.0)	
	Audio-Visual media	67 (22.3)	111(37.0)	71 (23.7)	
	Interactive media	05 (1.7)	12 (4.0)	06 (2.0)	
2.	Time spend on mass media				11.94*
	3 hours and below	59 (19.7)	117 (39.0)	64 (21.3)	
	4 to 7 hours	19 (6.3)	12 (4.0)	11 (3.7)	
	8 hours and above	05 (1.7)	05 (1.7)	08 (2.7)	
3.	Social media use				15.24**
	Yes	52 (17.3)	67 (22.3)	27 (9.0)	
	No	31 (10.3)	67 (22.3)	56 (18.7)	
c)	Unusual uses flexibility				
1.	Type of mass media used				3.89
	Print media	11 (3.7)	09 (3.0)	02 (1.7)	
	Audio media	03 (1.0)	03 (1.0)	00 (0.0)	
	Audio-Visual media	111 (37.0)	96 (32.0)	42 (14.0)	
	Interactive media	08 (2.7)	09 (3.0)	06 (2.0)	
2.	Time spend on mass media				5.08
	3 hours and below	105 (35.0)	98 (32.7)	37 (12.3)	
	4 to 7 hours	20 (6.7)	11 (3.7)	11 (3.7)	
	8 hours and above	08 (2.7)	08 (2.7)	02 (0.7)	
3.	Social media use				12.08**
	Yes	79 (26.3)	50 (16.7)	17 (5.7)	
	No	54 (18.0)	67 (22.3)	33 (11.0)	
d)	Unusual uses originality				
1.	Type of mass media used				3.10
	Print media	14 (4.7)	06 (2.0)	02 (0.7)	
	Audio media	03 (1.0)	03 (1.0)	00 (0.0)	
	Audio-Visual media	143 (47.7)	74 (24.7)	32 (10.7)	
	Interactive media	11 (3.7)	08 (2.7)	04 (1.3)	
2.	Time spend on mass media				2.00
	3 hours and below	138 (46.0)	71 (23.7)	31 (10.3)	
	4 to 7 hours	21 (7.0)	16 (5.3)	05 (1.7)	
	8 hours and above	12 (4.0)	04 (1.3)	02 (0.7)	
3.	Social media use				11.32*
	Yes	97 (32.3)	32 (10.7)	17 (5.7)	
	No	74 (24.7)	59 (19.7)	21 (7.0)	
e)	Unusual uses creativity				
1.	Type of mass media used				4.46
	Print media	11 (3.7)	09 (3.0)	02 (0.7)	
	Audio media	03 (1.0)	03 (1.0)	00 (0.0)	
	Audio-Visual media	118 (39.3)	85 (28.3)	46 (15.3)	
	Interactive media	08 (2.7)	09 (3.0)	06 (2.0)	
2.	Time spend on mass media				3.65
	3 hours and below	112 (37.3)	87 (29.0)	41 (13.7)	
	4 to 7 hours	20 (6.7)	11 (3.7)	11 (3.7)	
	8 hours and above	08 (2.7)	08 (2.7)	02 (0.7)	
3.	Social media use				9.84*
	Yes	81 (27.0)	46 (15.3)	19 (6.3)	
	No	59 (19.7)	60 (20.0)	35 (11.7)	

*, **: Significant at 0.05 and 0.01 percent level of probability, respectively.

Figures in the parentheses indicate percentages. F: Frequency of the respondents

their creative abilities. Hence, collaborative efforts are required to be taken by parents, teachers and researchers to understand the importance of creativity, motivate, guide and support adolescents unique creative abilities by providing them creativity-stimulating-enriching home and school environment.

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