



A Study on Role of Creativity in the Development of Tribal Adolescents in Jharkhand

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<p>Received 22/05/2025</p> <p>Accepted 28/05/2025</p> <p>Published 09/07/2025</p>	<p>Abstract:</p> <p><i>Creativity is considered as a “key of development” of any country. It plays a vital role in the development of human capital as well as human landscape. Creativity has become “heart and soul” of any Nation. So, it is the matter of great concern that the creative shine in children should be recognized, triggered, conserved and developed by all sources. The development of the nation depends upon participation of 100% of its population. Tribal are also an important part of the population. Their overall participation is also needed in the development. It may possible only when their potentiality could have also been used. For achieving this goal, it is needed to identify and foster their creativity. The present study has been conducted on the population of Jharkhand, where 26.20% people are tribal. Tribal adolescents in Jharkhand are trapped in a multigenerational villainous cycle of poverty, illiteracy, deprivation and backwardness. Cultivation of creativity in them is one of the best solutions to overcome. For achieving this goal, adequate studies are needed in concerned area to produce quality ideas. Thus, a need arises to conduct present study. The main objectives of the present study are to discuss the status of tribal adolescents, to explore the causes of backwardness of tribal adolescents, to compare the non-verbal creativity of tribal and non-tribal students of secondary schools, to explore the creative ability in tribal adolescents, to identify the hindering barrier of creative expression of tribal adolescents, and to discuss the role of creativity in development of tribal adolescents.</i></p> <p>Keywords: Ability, Creativity, Development, Quality, Tribal Adolescents</p>
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Introduction

Creativity is considered as a “key of development of any country. It plays a vital role in the development of human capital as well as human landscape, which are linked with an individual’s well-being and opportunities for quality life. The two concrete pillars of development of any country are - the availability of adequate natural resources and the availability of quality human resources. The country where the human resources are enriched with creativity is considered as

developed country. That's why creativity can be considered as an "icon of developed country". Creative abilities of human enable them to become innovative and effective problem solvers, who can produce effective and unique solutions of complex problems of fast changing world. Creativity and innovation are major success factors in today's knowledge economy (Mustafa and Aziz, 2011). It does matter because it contributes to scenario of education, health, learning, problem solving skill, modification, development and advancement of the society. It does matter because it enhances the quality of life (Runco, 2018). It does matter because it plays a vital role in the development of art, science, literature, sports, agriculture and production of food, industry and production of goods (Kumar, 2019). It does matter because it is the wellspring of innovation, leading to new products, services and processes that drive economic growth. Today we are living in amazing time. A tremendous revolution is unfolding. The revolutionists of the future are the creative students, who will be able to change impossible to possible and able to set new horizons in all phases of lives. It is needed to quote Raina (1980) (as cited in Hota, 1998) here, who addressed those countries as "third world countries" who are interesting to take initiative in study and development of creativity and whose survival depends upon creative ideas and creative drive. The record of the past proves that our future depends on creative outcomes. In present era, it can be said that a nation can survive without natural resources but cannot survive without creative human resources. Now, only creative potential forms the foundation of the human development of any country. Infact, creativity has become "heart and soul" of any nation. Without "aha!" moments of creative insight, a nation will fail to leverage its potential. Creativity is one of the key components in the twenty- first century skills (Siew and Chong, 2014) and to acquire the "twenty- first century skills", it is needed to prepare children to face future challenges and meet the needs of the future world (UNESCO, 2010) (as cited in Siew and Chong, 2014). So, it is the matter of great concern that the creative flickers in children and adolescents could be recognized, triggered, conserved and developed by all sources and to create such environment where the creative heads, creative hearts and creative hands (3Hs) could be produced and nourished.

Undoubtedly, creativity is one of the best pathway leads to quality life. The development of creativity in tribal adolescents is required for improving and modifying the life of tribal communities and for improving the status of Jharkhand. For achieving this goal adequate studies are needed in this area to get some key results. Thus, a need rises to conduct present study.

Review of Literature

George and Rajaguru (2016) have found that the non-tribal underachievers are more creative than the tribal students on fluency, flexibility and originality dimension of creativity.

Jaiswal and Naaz (2024) have revealed in their study that tribal and non-tribal students differ significantly on fluency dimension of creativity. However, the study also revealed that in respect to flexibility and originality, tribal and non-tribal students do not differ significantly.

Kar (2017) has concluded in her study that a special care and personalized support system is therefore, imperative to nourish the creative potential of tribal children. The entire atmosphere of the school should be conducive to free, original and creative activities without any kind of inhibitions and restriction. Teacher should act as a creative classroom manager and mentor.

Mishra et al. (2023) have found in their study that there exists no significant difference in creative thinking of male and female tribal students. They have also concluded that there exists no

significant difference in creative thinking between rural and urban tribal students.

Objectives of the study

1. To Discuss the Status of Tribal Adolescents in Jharkhand.
2. To Explore the Causes behind Their Backwardness.
3. To Compare the Non- verbal Creativity of Tribal and Non-tribal Students of secondary schools.
4. To Explore the Creative Ability in Tribal adolescents.
5. To Identify the Hindering Barriers of Creative Expression of Tribal Adolescents.
6. To Discuss the Role of Creativity in Development of Tribal adolescents.

Hypotheses of the study

- Ho1:** There is no significant difference between elaboration components of non-verbal creativity scores of tribal and non- tribal students.
- Ho2:** There is no significant difference between originality components of non-verbal creativity scores of tribal and non- tribal students.
- Ho3:** There is no significant difference between composite components of non-verbal creativity scores of non- tribal and non-tribal students.

Methodology of the study

The nature of the study is Quantitative cum qualitative. Explorative cum descriptive survey method have been used to conduct the study. The study has been conducted on 600 students (300 tribal students and 300 non-tribal students). Baqer Mehdi Non-verbal test of creative thinking has been used to collect the data. A deep and systematic literature review has been done to collect the key information about the status of tribal adolescents of Jharkhand. The need of the creativity has been traced out in the present study. The study has explored the causes of backwardness of tribal adolescents. The study has also focused to unearth the barriers of creativity in tribal adolescents. The study has also discussed the role of creativity in the development of tribal adolescents in Jharkhand and lastly the study has suggested some significant actions to explore, encourage and enhance the creative ability in tribal adolescents of Jharkhand.

Status of tribal adolescents in Jharkhand

Tribal are one of the grievously exploited and deprived sections of the population in the Indian society (Xaxa, 2011). Needless to say that, the tribal state, Jharkhand, where 26.21% of population is tribal, which consists 8.30% of total tribal population of India (census Report, 2011) is also facing the same problem. The state Jharkhand had been established as a separate state of India on 15th November 2000 to achieve the goal of all round development of its tribal population (Singh, 2000). But the truth is that the state is confronting the major challenges of boosting the poor quality of life of tribal communities especially children and adolescents till today due to their multidimensional problems. Kumar (2008) and Sinha and Tripathi (2017) have highlighted in their study that most of the tribal population isolated from the mainstream of life and other strata of the society due to various reasons. Tribal adolescents in Jharkhand are trapped in a complex web of multigenerational villainous cycle, including poverty, illiteracy, backwardness, limited access to quality education, insecurity, unhealthy environment, deprivation, poor health, malnutrition,

exploitation, cultural erosion, limited access to healthcare from their birth. These issues are often deeply interconnected and passed down through generations. They are being distracted or forced towards the darkness of poverty, nashakhori, child laboring, human trafficking, child marriage, joining naxal in early age etc.

Causes of backwardness of tribal adolescents

Tribal adolescents are already blessed with art and culture. They are connected with music and dance from by birth. But as they come to under influence of non-tribal society, they cannot express their creative potentiality due language barrier, lack of opportunity, lack of proper environment and facilities, lack of adjustment with other culture, polluted educational environment, lack of support by their teachers, lack of their need-based curriculum, lack of digital facilities, lack of quality teachers etc. Today, we talk only about their problems, we don't think, feel and act sensitively for solutions of problems. Undoubtedly, many planning, schemes and policies are existed in the state to uplift and improve the life of tribal but in reality, very few of them have percolated down to the tribal and benefited them. Many of the programs did not benefit the tribal community and their adolescent children because the programs were not contextualized and localized considering their regional, geographical and physical differences and barriers. Apart from that, lack of political will, corruption and lesser attention on development in tribal areas (Kumar, 2008) are also some more reasons for negligence of development of tribal. So, the question of development of tribal people and their future generation are as it is.

Comparative study of non-verbal creativity in tribal and non-tribal students

Table 1: Non-verbal creativity scores on elaboration components of tribal and non-tribal students of secondary schools

Components of Non-Verbal Creativity	Ethnicity	N	M	SD	T	P
Elaboration	Tribal	300	41.59	10.21	-0.965	0.167
	Non-Tribal	300	42.45	12.72		

****Significance level 0.01**

Considering above table no. 1, it is observed that tribal and non-tribal students of secondary school are compared on the elaboration components of non-verbal creativity. The t-ratio between these two groups is -0.965 and p-value is 0.167 which is statistically insignificant at 0.01 level. It means that ethnicity has no impact on elaboration component of non-verbal creativity.

Table 2: Non-verbal creativity scores on originality components of tribal and non-tribal students of secondary schools

Components of Non-Verbal Creativity	Ethnicity	N	M	SD	T	P
Originality	Tribal	300	62.54	24.38	-1.756	0.040
	Non-Tribal	300	64.58	24.74		

****Significance level 0.01**

Considering above table no. 2, it is observed that tribal and non-tribal students were

compared on originality dimension of non-verbal creativity. The t-ratio between these two groups is -1.756 and p-value is 0.040 which is statistically insignificant at 0.01 level. It means that ethnicity has no impact on originality component of non-verbal creativity.

Table 3: Non-verbal creativity scores on composite components of tribal and non-tribal students of secondary schools

Components of Non-Verbal Creativity	Ethnicity	N	M	SD	T	P
Composite	Tribal	300	104.78	28.46	-0.909	0.181
	Non-Tribal	300	107.04	32.14		

****Significance level 0.01**

Considering above table no. 3, it is observed that on composite component of non-verbal creativity of tribal and non-tribal students, the t-test value is - 0.909, whose p-value is also insignificant. Thus, there is no significant difference between composite scores of non-verbal creativity of tribal and non-tribal students. Thus, ethnicity is not affecting the non-verbal creativity. The study supports the study of Aahuja (2013) who found that students belonging to Sc, Non-Sc and St do not differ significantly in creative thinking.

Discussion

The study related to compare Non-Verbal creativity between tribal and non-tribal students reveals that there is no impact of ethnicity on elaboration component of non-verbal creativity. It also reveals that there is no impact of ethnicity on originality component of non-verbal creativity. Further it reveals that there is no significant difference between composite scores of non-verbal creativity of tribal and non-tribal students. So, it has been found that creativity is a natural part of human being that exists in all children at different level without any differentiation on ethnicity wise. Lubart (2018) has also, explored in his study that human are "Homo creative". That's quite clear tribal adolescents have creative ability by birth. Silva (2018) has also expressed in same manner that "creativity is everywhere and everyone is creative". Weisberg (2018) has also concluded it in the same way that all people possess the capacity to think creatively. The difference is only that some people produce creative breakthrough while others do not due to the inappropriate environment they get. It proves that Potentiality of creativity is already existed in tribal adolescents. They need only proper environment in which their creativity can be identified, explored and cultivated.

As far as the objective related to discuss the role of creativity in the development of tribal adolescents is concerned, development of Creative ability in them is one of the best ways to overcome from multigenerational cycle of villainous problems. Creativity offers a powerful weapon to confront the harsh challenges of all-round development of tribal adolescents by fostering innovation, adapting solutions to their local and cultural context and empowering communities to forge their own pathways to sustainable development. By embracing creativity, tribal adolescents in Jharkhand can move beyond being passive receiver to active architects of their own development. Creativity is the ultimate solution to address their multigenerational challenges

through innovative way without harming their culture. A creative environment can build a bridge to help them connect with themselves. It helps in generating new ideas and products which will ultimately help them in living better life. The contribution of creativity is unlimited. Whether it's in the education or technology, in health sector or science, in employment and other related areas, creativity is key ingredients for the development. It helps to make learning alive, sustainable, sensible, productive and employability oriented which can help to increase the literacy rate of tribal adolescents by controlling the problem of drop out due to learning fear and earning pressure both as well as to increase employability rate. Development of Creative ability in tribal adolescents will definitely help in their great achievement. If education strives to prepare tribal adolescents for a productive life in society, then creativity fuels the whole system to achieve the aim smoothly. The role of creativity in development of tribal adolescents can be recognized everywhere- inside the class room and outside the class room and to improve their educational status, health status, socio-economic status and ultimately the quality of life. If we channelize their creative potential, provide environment to them to think creatively, train them in creative skills and give platform as well as opportunity to express their skills and connect their skills to the employment, we can achieve the goal to uplift their standard of living. We can connect them with main stream of the society. To cultivate creativity in tribal adolescents is the need of the present era. Because it is the way through which the goal of multifarious development of tribal adolescents can be achieved. Creativity does matter because it plays a significant role to enhance the quality of life of tribal adolescents. It will help them to be masters of their own lives and makers of their destinies.

Undoubtedly, tribal adolescents are enriched with potential, but they need supportive and stimulated environment to groom and cherish. It has been studied by Deva (2013) that potentiality can take shape as creation only when the resources and conditions are available. Shukla (2006) has also revealed in his study that there is high significant correlation between physical facilities, teaching attitude and creativity of students of tribal schools. It is also an important fact that tribal children feel comfortable to communicate in their mother tongue. As the Report of Asar, 2011 has revealed that 86% tribal children speak in their mother tongue in their home environment and 76% of tribal children can better understand in their mother tongue (Bhattacharya and Banerjee, 2011). So, tribal children should be talked in their mother dialect for processing their creative thinking during their growth and development period. Needless to say that there is a need to identify the resources and conditions in which potentiality of tribal adolescents could be converted into creativity. Tribal adolescents belong to different places need different treatment for nourishment. As one incentive won't work for all, in the same way, they have their own unique drive. It is also true that each tribal adolescent cannot be converted into a person who can produce creative breakthrough but they can be molded to think, to feel and to act creatively during their growth and development (Kar, 2015). They can be converted into a person who can use their individual creativity and can be socially and economically established in future.

Barriers of Creative Expression

Social barriers like negative attitude of parents, less support of parents in their creative and academic work, low level of motivation, unsupportive family environment, poor self-concept of children, deprivation characteristics of homes and neighborhood, discriminative and alienated behavior by non-tribal society members etc. and academic barriers like non-functional school,

unproductive and unsupportive environment of school, negative attitude of teachers, medium of instruction, unsupportive and uninteresting teaching learning materials, stereotyped teaching, lack of their culture centered curriculum and books, less support of teachers in their creative and academic work, lack of opportunity for creative work etc. are mainly responsible to hinder the creative ability of tribal adolescents.

Suggestions

Some suggestions have been given as follow to cultivate the creative ability in tribal adolescents throughout their growth and development.

- Every day creative environment should be provided in schools to accelerate creative energy in tribal adolescent. Nature based learning activities should be organised to explore and connect them with their natural environment.
- Teachers should facilitate them the opportunity of group interaction with non-tribal adolescents to remove their hesitation, shyness and to make their mind free from fear. They should provide opportunity for connecting them with small groups and then from small groups to large groups.
- Tribal adolescents learning should be connected with creative art and skills and their creative art and skills should be connected with earning. The curriculum should be based on their needs and enriched with variety of activities, which can help to generate energy in the classroom and can help to activate and prepare the minds of tribal adolescents for pleasant learning.
- They should be treated equally and they should have opportunity to express themselves in their mother tongue. Teachers should give value to their ideas whether it is use or useless. They should listen them carefully and patiently. They should encourage the tribal adolescents to express themselves by saying or writing something, anything to encourage their original thoughts.
- The methodology of teaching of tribal adolescents should be non-traditional and participatory. They must be encouraged to take active participation in learning. The educational process should make them feel good about themselves, build their confidence and self- respect, set free their imagination and creativity and make them feel energetic and joyous.
- School should create such environment which helps to develop tribal adolescent's self- esteem and self- concept so that they can feel the value of their existence and can participate in their own development.
- School should provide proper opportunity them to play and train their creative skills in sports and also provide such platform where they can prove to themselves.
- Teacher should create situation of pleasantness and joyfulness to learn. They should involve the fun elements and playing activities in learning situation of tribal adolescents.
- Schools and different organizations (Government and Non-government) should work collectively and cooperatively for development of tribal adolescents. They should work as a network to connect millions of tribal adolescents with the chain of development of their creativity and ultimately for their better livelihood.
- Teacher should be trained and equipped with skills especially in tribal culture. So that, they can help to create such environment in the classroom, where tribal adolescents may learn with connecting themselves in their real life experience.

- Tribal schools should be facilitated with e- learning, where easy going and interesting methods should be used for teaching the tribal adolescents in their language.
- Specific apps should be started which can train their creative skills in their mother tongue.
- Schools should work with Government collectively not only to awake the creative ability of tribal adolescents but to awake their parents' consciousness also to assure participation in their ward's development.
- Teachers should create environment for creative assessment with creative teaching to explore creative thinking of tribal adolescents. Teacher should ask them open ended questions in oral or written to give them opportunity for expressing more than ideas to promote their fluency, flexibility, elaboration, originality critical thinking ability and problem- solving ability.

Conclusion

The development of the nation depends upon participation of 100% of its population. Tribal are also an important part of the population. Their overall participation is also needed in the development. The state Jharkhand stands in the category of undeveloped states. One of the major causes is- poor participation of tribal communities in the development of state. A multidimensional complex problem, facing by the tribal of Jharkhand is the root cause for this. Development of creativity in them is crucial. Progress of tribal children can be driven by creativity. It is possible only when their potentiality could have also been used. For achieving this goal, it is needed to identify, explore and foster their creativity. It is needed to train their creative ability and skills and to make them able to produce creative outcomes for helping them to break intergenerational rotation of deficiency, deprivation and discrimination and to gain their own identification or make them powerful resource in the society. Undoubtedly, they are inherent with creative potential in more or less quantity naturally. Creative ability may be possessed in tribal adolescents in the form of mini C, little C and big C. They need only proactive environment to press and pull their innate ability. Sensitive steps of government, bureaucrats and teachers can bring the change by changing the learning environment of tribal adolescents. They should work together and provide whole hearted support and full focused effort to create, convert and connect their learning surroundings with creativity from early age.

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