

ORDINAL POSITION AND DEVELOPMENT OF VERBAL & NON-VERBAL CREATIVITY IN CHILDREN

Abstract

Background: Every parent after child birth think upon creativity and during nurturance and care they make their own expectation on the basis of different activity. When child have another siblings parents compare between them. Many of the time they discuss their creative behavior with neighbor, teacher and other family member and give proper remark but after a long duration past when child grew-up and form an adolescent that time actual scenario represent the creativity. Present study makes an attempt to assess impact of birth order on creativity. **Aims:** To examine the influence of ordinal position and development of verbal and non-verbal creative abilities in children. **Methods:** Schools were randomly selected from central and peripheral area of Ara district in Bihar. 400 subject were selected from high school in the age group of 10 years to 13 years, Half of the respondents were urban and half of rural inhabitation. Subjects were equally divided on the basis of birth order and for assessment of creative thinking Baquer Mehdi's (1973) test was applied. Data was analyzed through Mean, SD, SE and 't'. **Result:** First born children significantly higher score in overall creative domain than their later born. **Conclusion:** Birth order and creativity always have the matter of research, many study attempted to justify the correlation of different birth order and creativity, but they have own strength and weakness.

Key words:- Creativity, Ordinal position, assessment

Introduction: - Ordinal position or birth order and their impact on intelligence and creativity always have area of choice for researcher. In 1874 Sir Francis Galton conducting research on ordinal position and he found first born children belongs higher level position than other birth order. It quite obvious that first born baby have more opportunity because they have no other siblings and family have also give priority because the first born baby is primary identification of family. Beck et al investigate in research in Norway first order children were more educated and they also found negative correlation between family size and children's education,

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means large family have less educational opportunity. primary identification of family. Beck et al investigate in research in Norway first order children were more educated and they also found negative correlation between family size and children's education, means large family have less educational opportunity. World leaders are also overwhelmingly with first-born children. More than half US president, most Nobel prize-winners, and US astronaut have been either first born or an only child, typical creative professions are law, politics, science and accountancy. Many research authors have tried to examine that whether first born status facilitates or inhibit creativity (e.g., Eisenman, 1987; Gaynor & Runco, 1992; Sulloway, 1996

Aims: - To examine the influence of the ordinal position and development of verbal and non-verbal creative abilities in children.

Methods:-

The sample consisted of 400 subjects drawn from student's population of high school in the age group of 10 years to 13 years. The selected schools for this purpose were located in the central and peripheral areas of Ara district in Bihar. Half of the respondents were of urban inhabitation and the other half of rural inhabitation. Similarly the respondents were equally divided on the basis of the size, type and socio-economic status of their family. Further, Baquer Mehdi's (1973) test of creative thinking applied. TOOLS :The following research tools were used in the present research study:

1. Personal Data Sheet :

A Personal Data Sheet prepared by the researcher himself was used for collecting relevant information's about the subject's.\

2. Test Of Creative Thinking:

Baquer Mehdi's (1973) test of creative thinking is an adapted form of Torrance test of creative thinking. The total battery is composed of verbal and non-verbal test. The verbal test of creativity includes for sub test namely consequences test, unusual test, similarity test, product improvement test and non-verbal test has three sub-tests picture construction, picture completion and triangles &

ellipses. A table has been provided in the scoring which obtain by the testee for verbal test sheet to summarize the score for fluency, flexibility, originality scores and non-verbal score for elaboration and originality. The scores have to be entered in the appropriate columns of the table. Test-retest reliability for the test was calculated (N=32). The reliability of total creativity scores which came out to be .959 is quite high. Validity of test established and it was found .39 which is significant beyond .01 level.

Result: - An attempt was made to examine the effect of birth order on creativity of children respondents. The study was conducted on 200 first born and 200 later born children.

Baquer Mehdi's Creativity Test was administered to the children belonging to first born group and later born group equal in number. The data relating to both verbal as well as non-verbal creativity were collected. Thereafter t-test was employed to analyze the obtain data. The results based on t-test have been displayed in table for verbal creativity and non-verbal creativity respectively.

Table: 1. Mean, SD, SE and 't' showing the significant of difference between the first born and later born children in terms of verbal creativity.

Difference of Verbal Creativity	Subjects	N	Mean	SD	SE	t-values	Df	P
Fluency	First born	200	35.46	9.02	0.64	6.84	398	<.01
	Later born	200	29.58	8.54	0.57			
Flexibility	First born	200	21.27	8.10	0.57	7.64	398	<.01
	Later born	200	15.31	7.84	0.55			
Originality	First born	200	2.69	1.87	0.13	5.12	398	<.05
	Later born	200	1.82	1.70	0.12			
Total Verbal Creativity	First born	200	65.76	11.65	0.82	4.39	398	<.01
	Later born	200	59.57	11.29	0.79			

The results contained in table-2 showed significant effect of ordinal position on verbal creativity of the child. The first born children and the later born children did differsignificantly in fluency ($t=6.84$; $df=398$; $p<.01$), flexibility ($t= 7.64$, $df= 398$, $P<.01$), originality ($t= 5.12$, $df = 398$, $P<.05$) and total verbal creativity ($t= 4.39$, $df=398$, $P<.01$). Thus the hypothesis was retained in the context of verbal creativity of the children. Table: 2. Mean, SD, SE and 't' showing the significance of difference between the first born and later born children in terms of non-verbal creativity.

Discussion: - Study shows that in table no-1, first born children significantly higher score in all area of verbal creative ability even in total and also their other sub-component. On the other hand there is the same thing replicated, non-verbal creativity (table-2) has the same result. First born could have better perform than later born. Many study support this view and providing evidence that firstborns are more creative than laterborns (e.g., Eisenman, 1987; Eisenman & Schussel, 1970; Lichtenwalner & Maxwell, 1969; Schubert, Wagner & Schubert, 1977). Herrera, et. al., 2003 reveal that first-borns are more exposed to their maternal and paternal participation because there are no other children to divide attention so they have several good personality attribute and traits like intelligence, obedient, stable, and responsible. First born children have more opportunity to learn, they are over representative (e.g., Altus, 1966; Schachter, 1963; Ochse, 1990) whose birth is most eagerly anticipated everything are celebrated like, first step, first word, first schooling, his first friend, his toy, photos etc. Adler (1956) argued that the first-born are likely to have strong feelings of superiority and power because these children are extremely adult oriented they interact with adult. First born have the opportunity to interact with adult and their own age group so a big exposure could be link with creativity.

As beginning, birth order and creativity always have burning issue for psychologist as well as general population but in the many research could have opposite prediction. Adler say's first born always has pressure to perform well, care of younger siblings, always pressure to be a role model due to this several known reason the first born greater anxiety and fear of physical injury (Helmreich & Collins, 1967; Nisbett, 1968; Nisbett & Schachter, 1966). Some research author also have same guideline first born to be less creative than laterborns(e.g., Eisenman, 1964; Seay, 1985; Staffieri, 1970 because firstborns tend to be more conservative, conventional, and conforming (e.g., Sulloway, 1996). Some studies have neutral finding suggest there is no difference between creativity and birth order (e.g., Albaum, 1977; Cicirelli, 1967; Datta, 1968; Wilks & Thompson, 1979, sometime

we could see nature always have some positive and negative effect, more opportunity, availability of resource and adorable position stick with first born and other hand parental pressure, inhibiting and sacrifice important aspect of childhood experience, suppress childhood play, burden of responsibility, expected to function as sibling caretakers. So some factor increase the potential and some decrease but negative effect is more than positive effect. But the present study disagrees with the argument and support this view that first born have the greater creativity than later born. Findings of present study reveal that first born could perform better in all area of creativity, it supported by many literature but study have many shortcoming- sample size should be more, Ara district have specially middle socio-economic inhabitant so facility of exposure could be less.

Conclusion:- Most of the existing research on birth order and creativity is to overlap by many limitation, first researcher have fail to distinguish sufficiently different type of creativity; second researcher have not usually studied creativity in real life term, it's to be evaluate whether scale have the appropriate validity not theoretically as practical basis or have some experimenter effect (Attitude or prejudice of experimenter). So more sample size with variety of socio economics status group and high validity of the test may give reliable and highly acceptable base.

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