



Development of Social Creativity Skills among Primary Students: An Experimental Study

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Abstract:

Developing 21st-century competencies among children requires strengthening creativity, cooperation, communication, and social responsibility from an early age. Social creativity refers to a child's ability to generate new ideas, solve interpersonal problems, collaborate with peers, and empathize with others in social situations. This study examined the effectiveness of a structured Social Creativity Development Program (SCDP) designed for primary school learners. Using a pre-test/post-test control group design, 40 students from Grade 4 were assessed using a Social Creativity Checklist across five dimensions—imagination, cooperation, communication, empathy, and problem-solving. The experimental group received a four-week intervention involving storytelling, dramatization, art-based learning, and collaborative problem-solving games. Results revealed a statistically significant improvement in the social creativity skills of students who participated in the program. The findings highlight the importance of embedding social creativity activities within school curricula to support holistic development and 21st-century learning.

Keywords: Social Creativity, Primary Education, Experimental Study, Cooperation, Creative Thinking, 21st-Century Skill.

Background the Research

The 21st century has brought rapid social, technological, and cultural transformations that require individuals to think creatively, collaborate effectively, and respond empathetically to diverse situations. In this context, schools must prepare learners not only with academic knowledge but also with social and creative competencies that enable them to navigate real-life challenges. **Social creativity**, which combines imagination, cooperation, problem-solving, communication, and empathy, has therefore become an essential component of modern education.

Primary education plays a foundational role in shaping children's social and emotional development. At this stage, learners are naturally curious, imaginative, and eager to engage with their peers. However, traditional teaching methods in many schools still depend heavily on rote learning, passive listening, and teacher-centered instruction. Such practices do not provide opportunities for children to express ideas, collaborate, or develop creative solutions. As a result, the development of social creativity often remains neglected.

India's **National Education Policy (2020)** highlights the need for experiential learning, holistic development, and the cultivation of 21st-century skills, particularly the 4Cs—creativity, critical thinking, communication, and collaboration. This policy shift clearly establishes a national demand for innovative

teaching approaches that promote creativity and social interaction. Moreover, researchers such as Beghetto and Kaufman (2014), Craft (2001), and Torrance (1974) have consistently emphasized that creativity can be developed through supportive, activity-based classroom environments.

In addition, Indian thinkers such as **A. P. J. Abdul Kalam** and **Radhakrishnan** have underscored the importance of imagination, innovation, social ethics, and holistic growth in education. These perspectives, supported by indigenous learning traditions like storytelling dramatization, and group activities, demonstrate the cultural relevance of integrating social creativity into everyday learning.

Despite its significance, **there is limited empirical research in the Indian primary school context** that examines structured programs designed specifically to enhance social creativity. Few studies have explored how purposeful interventions—such as storytelling, dramatization, art-based learning, and problem-solving games—can positively influence children’s cooperative behavior, communication, and social imagination.

Given these gaps, there is a clear need to design and evaluate a targeted program that develops social creativity among primary students. Understanding the effectiveness of such a program will provide valuable insights for teachers, curriculum planners, and policymakers seeking to implement creativity-based pedagogies in schools. Therefore present research is under taken with three objectives these are

Objectives of the Study

1. To prepare a Social Creativity Development Program (SCDP) for primary school students.
2. To study the effectiveness of the program for developing social creativity skills.
3. To suggest classroom strategies useful to foster social creativity skills among students. For fulfilling these objectives following hypothesis are framed:

Hypotheses

Research Hypothesis (H₁)

Students who participate in the Social Creativity Development Program will demonstrate significantly improved social creativity skills compared to those in the control group.

Null Hypothesis (H₀)

There is no significant difference in social creativity skills between students in the experimental group and those in the control group after the intervention.

In the light of these hypotheses following research methodology is adopted for fulfilling the objectives.

Methodology

For fulling the first objective i.e. to prepare a Social Creativity Development Program (SCDP) for primary school students. Review of related literature is undertaken as:

Radhakrishnan (1954), Torrance (1974)., Craft (2001)., Kalam (2002, 2011)., Beghetto & Kaufman, (2014)., Krishna, (2021)., Rao, (2018)., NEP (2020) and from this it is found that

- Creativity is recognized as a core 21st-century competency in modern education Classrooms that foster freedom, curiosity, and collaboration encourage children’s creative thinking.
- Creativity is an everyday capability that should be nurtured among all learners, not just the gifted.
- It is emphasized that emphasized imagination, innovation, and social responsibility as key for national development.

- Education is a holistic process promoting self-realization and social harmony.
- Indigenous traditions like storytelling and folk arts naturally cultivate creativity and community learning.
- Indian Knowledge Systems integrate creativity with ethical and social values, aligning with modern educational needs.
- Scientific measures of creativity through divergent thinking, forming the basis for later creativity is possible.
- NEP 2020 emphasizes experiential learning and the 4Cs—creativity, critical thinking, communication, and collaboration.
- Thus on the basis of this Social Creativity Development Program (SCDP) for primary school students is prepared.

Considering all these things Social Creativity Development programme is prepared. Thus the first objective of the study is fulfilled that is to prepare the program for developing social creativity skills. The second objective of the study is to study the effectiveness of the program for developing social creativity skills therefore following research method is adopted. Research Design

A **pre-test/post-test control group experimental design** was employed to measure the impact of the intervention.

1 Sample

The sample comprised **40 Grade-4 students** from Vidya Mandir Nrusinhwadi Primary School, Kolhapur:

- 20 students in the experimental group
- 20 students in the control group

2 Tool Used

A **Social Creativity Checklist** developed by the researcher was used, consisting of **30 statements** categorized into five dimensions:

1. Imagination
2. Cooperation
3. Communication
4. Empathy
5. Problem-solving

3 Intervention Procedure

- **Pre-test:** Both groups were assessed on social creativity before the intervention.
- **Intervention:** The experimental group received a **4-week Social Creativity Development Program** involving:
 - Storytelling and moral narratives
 - Group discussions

- Dramatization and role-play
- Art and drawing tasks
- Problem-solving and cooperative games
- **Control Group:** Continued regular classroom instruction without additional activities.
- **Post-test:** Both groups were assessed again with the same tool.

4 Statistical Techniques

Descriptive statistics (mean, standard deviation) and an independent samples t-test were used to analyze the data.

Results and Discussion

Table 1: Mean Scores of Experimental and Control Groups

Group	Pre-test Mean	Post-test Mean	Gain	Interpretation
Experimental	55.2	78.6	+23.4	Significant improvement
Control	54.8	57.2	+2.4	Not significant

The calculated **t-value = 5.62**, which is significant at the **0.01 level**, indicating a strong effect of the intervention program. Students in the experimental group demonstrated higher levels of cooperation, imaginative thinking, communication, and empathy. Activities such as dramatization and collaborative problem-solving encouraged students to share ideas more confidently and engage meaningfully with peers.

These findings align with earlier research that supports structured creativity interventions as a means to enhance children's social and emotional growth (Beghetto & Kaufman, 2014; Torrance, 1974).

Major Findings

1. The Social Creativity Development Program significantly improved students' social creativity skills.
2. Experimental group students displayed higher confidence, cooperation, and empathy.
3. Creative activities such as storytelling and dramatization strengthened imagination and social understanding.
4. Traditional lecture-based teaching was less effective in developing social creativity.

Conclusion

The study confirms that social creativity can be intentionally developed among primary school students through systematic, activity-based learning experiences. In the context of 21st-century education, such programs are crucial for nurturing emotionally intelligent, collaborative, and creative learners. Integrating creativity-focused pedagogies within the curriculum can foster holistic growth and prepare students for future social and academic challenges.

Thus the second objective of the study is fulfilled and the third objective of the study is to suggest classroom strategies useful to foster social creativity skills among students for fulfilling this objective following suggestion are given.

9. Suggestions

1. Schools should conduct weekly sessions involving creative group activities.
2. Teachers need professional development in creativity-oriented and social-emotional pedagogies.
3. Curriculum designers should include 21st-century skills, especially collaboration and creativity.
4. More experimental studies should be conducted across different age groups and contexts.
5. Parents should encourage creative collaboration and problem-solving at home.

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