The influence of secondary education background towards students' level of creativity

Background

- Student's that enter design school come from different background
- Type of secondary education : Discuss about differences
- Importance of creativity within design process

Problem statement

The problem needs to access whether the differences in secondary education background is related to level of creativity.

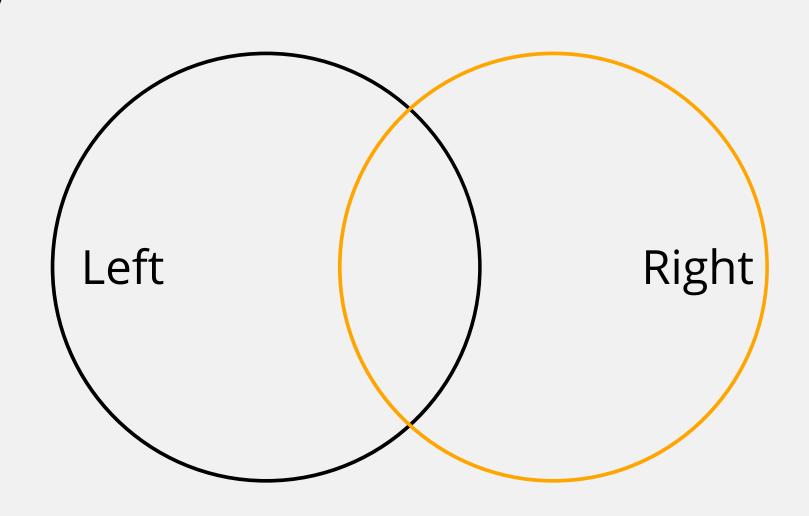
Methodology

- The Torrance Test of Creative Thinking (Torrance, 1966), which was used to assess creativity (i.e., divergent thinking ability), consists of verbal, figural, and auditory tests (Huang et al., 2013)
- Questionnaires related to the students background

Expected Findings

- Null hypothesis No relation between secondary education background and level of creativity Alternative hypothesis:
- Education secondary: arts higher creativity

: science - lower creativity

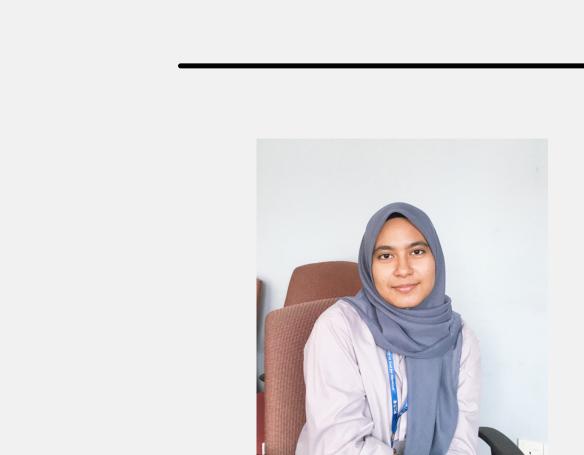


Significants of the project

- For the student's community to improve student engagement and educational outcomes
- Assisting lecturers in revising the learning educational and curriculum for students

Conclusion

The results demonstrate substantial differences between art and science streams pupils in creating with high figural creativity; long-term artistic instruction may widen their creative talents and boost their brain plasticity. Prolonged art instruction broadens the brain's ability to think freely and, in certain ways, may diminish the restrictive influence on the right hemisphere. (Xurui et al., 2018)



CATEGORY : BACHELORS DEGREE

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