

ABSTRACT

Examining Creativity, School Support (SS) and Family Support (FS) among Secondary School Students has immense value and significance in today's world. Therefore, this study aims to determine the levels of SS and Family Support [in terms of Parental Involvement (PI) and Parental Supervision (PSu)] among secondary school students in West Bengal (W.B.). It also assesses the variations in SS, FS (in terms of PI and PSu), overall and dimension-wise creativity (fluency, flexibility and originality), verbal creativity and non-verbal creativity among the secondary school students in WB concerning the demographics (School Type, Class, Gender, Family Type, Number of Siblings, Father's Educational Qualification, Mother's Educational Qualification and Family Monthly Income). And also measure the influence of demographics on Parenting Style (PSs) among the secondary school students in WB. This study also explores the association between SS, FS (PI and PSu) and creativity. It determines the effects and predictive potential of SS, FS (PI and PSu) and combined effects and predictive potential of SS and FS (PI and PSu) in explaining the variations in overall and dimensions-wise creativity. It also finds out the moderating effect of FS (PSs) in the relationship between SS and creativity. Accordingly, hypotheses were formulated. For this study, the researcher followed quantitative descriptive research with a cross-sectional design. The study was conducted among 544 secondary school students from West Medinipur district in West Bengal, India. Data were randomly collected from 10 secondary schools from the two sub-divisions in the West Medinipur district. Data were collected using a demographic profile sheet, the 'Passi Test of Creativity' by Dr. B. K. Passi (2010), the 'School Environment Inventory' by Dr. Karuna Shankar Misra (2012) and the 'Parenting Style Scale' by Lamborn et al. (1991). The data were analysed using parametric and non-parametric statistical methods, including Pearson correlation, t-test, Chi-square test, ANOVA, Regression and Moderation analysis (Haye's regression) through SPSS. Results revealed that demographics such as gender, school type and mothers' educational qualifications significantly influence school support among secondary school students. However, family type, number of siblings, fathers' educational qualifications, and family monthly income do not significantly influence school support. The study also reveals that gender, school type and number of siblings significantly influence FS particularly PI, among secondary school students. However, family type, mother's educational qualifications, father's educational qualifications, and family monthly income do not

significantly influence family support among secondary school students. Additionally, gender, school type, mother's educational qualifications, father's educational qualifications, and family monthly income significantly influence parental supervision. Furthermore, gender, school type, mothers' educational qualifications, fathers' educational qualifications, and family monthly income significantly influence parenting style among secondary school students. Regarding creativity, mothers' and fathers' educational qualifications are a significant influence. Interestingly, school and family support significantly predict the variance in overall creativity among secondary school students. So, schools and policymakers should consider integrating creative activities into the curriculum, such as arts programs, project-based learning, and collaborative problem-solving programs to nurture creativity. Also, schools should communicate with parents and share strategies that will help develop and maintain a supportive environment inside and outside the classroom to maximize students' creativity. One of the study's major limitations was that it did not involve any other school boards, like ICSE and CBSE etc. So, this study could be undertaken by covering secondary level school students under all the affiliating boards like WBBSE, ICSE and CBSE or other boards and more districts.