

# Review of: "Does a 'Creativity Crisis' Truly Exist Among Science Learners?"

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The paper by Barai and Saha, titled "Does a 'Creativity Crisis' Truly Exist Among Science Learners?", delves into the examination of students' creativity from the teachers' perspectives. The research question is well-grounded, especially in the context of evolving curricula and their potential impact on students' creative development—the study endeavors to draw comparisons with the findings of Kim (2011) within U.S. cohorts.

However, it is worth noting that there are some concerns with the methodology employed in the paper. The authors utilize an instrument that lacks validation. It's essential to inquire whether the instrument provided to teachers has been empirically proven effective in evaluating alterations in the creative capabilities of Indian learners. Furthermore, the potential comparability of this study to Kim (2011) is worth considering, despite the utilization of a distinct questionnaire.

Another critical aspect that requires attention is the justification of the chosen statistical analysis approach. The utilization of skewness and kurtosis as indicators of normal data distribution necessitates further clarification, as it may not adequately support the assumed data distribution.

Table 3, which presents the results of the paired sample t-test of factors, appears to need more clarity in estimating these factors. It would be beneficial if the authors could elucidate how they arrived at these factors and what suggests the comparability of these variables.

In light of these concerns, the conclusions drawn by the authors are not convincingly supported by the current study presentation. I would need additional refinements and clarifications to strengthen the validity of the findings.