

A Comparative Study of Creativity of Male and Female Senior College Students in Chandrapur Taluka Reference to Their Achievement

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Abstract

The present study aims at finding out whether there are significant differences in the creativity of male and female senior college students with reference to their achievement. For this purpose a sample of 160 senior college students (80 males and 80 females) was randomly selected. The subject were administrated '**Divergent Production Abilities**' test by Dr. K. N. Sharma. Results indicate significant differences between the creativity of male and female senior college students with low achievement on total creativity and also on Fluency, Flexibility and Elaboration dimensions where as insignificant difference was found on originality dimension.

No significant difference was found between the creativity of male and female senior college students with high achievement.

Introduction:-

In this modern era, man has achieved many extraordinary things and made many innovations and changes in the field of science and technology, which have obviously created many new adjustment problems which can be solved only by creativity in the concerned field.

Creativity is the capacity of a person to produce composition, products or idea or any short which are essentially new or noble and previously unknown to the producer. It can be imaginative activity or thought synthesis, where the product is forming of new patterns and combinations of information derived from past experience and transplanting of old relationship to new situations and may involve the generation of new correlates. It must be purposeful and good directed not more idle fantasy. Although, it deed not have immediate practical application or be a perfect and complete product. It may take the form of an artistic, literary or scientific production or may b of a procedural or methodological nature.

Creativity exits on continuum creativity involve not one but many abilities, there of these are fluency, flexibility and originality, beyond these abilities these must also be productivity. The creative and writers have been found more intelligent, emotionally sensitive, unconventional, radical and self sufficient.

Creativity the so called divergent thinking in Guilford's terminology includes,

- A) Fluency-coming u with a large quantity of ideas and ways of expressing things.
- B) Flexibility-thinking up verity of ideas bad new ways of dealing with situation.
- C) Originality-thinking of Uncommon, clever and moved ideas and images, and
- D) Elaboration-packing detail in to the response.

According to Jung, creative people are either perceiver of judges. Mathematicians and scientists are most commonly judges while writers are perceivers. Perception is again either sense perception or intuitive perception. Most of the people are perceptive while very creative people are intuitive.

“The creative children have the ability to see new relationship to produce unusual ideas and to deviate from traditional patterns of thinking.” Eysencket. AI (1972).

“Creative children have a generalized constellation of intellectual abilities, personality variables and problems solving traits”, described by Amusable.

A workable definition of creativity could be as, creative is the ability or the capacity of a person to discover and explore new areas to create or produce a new ideas, or theory or object including the rearrangement or reshaping of what already exists.

By measuring creativity, we can know about the different abilities among students related to creativity. For psychology of the students creativity is the factor which should be studied, as it affects their achievement to a large extent. The present study was undertaken with a view to compare the creativity of male and female senior college students in reference to their achievement.

Objective:-

The objective of the study was to compare the creativity of male and female senior college students in reference to their achievement.

Methodology:-

In order to achieve the objective of the study normative survey method was used.

Population of research:-

Senior college student of different schools of Chandrapur district was the population for the investigation.

Sample:-

A sample of 160 senior college students (80 male and 80 female) of different senior college was used for the investigation. The sample was randomly selected from 10 senior colleges Affiliated from Gondwana University Gadchiroli Dist. Gadchiroli (M.S.).

Tool:-

The subject were administered ‘**Divergent Production Abilities**’ test (developed by **Dr. K. N. Sharma**) which measures creativity in 4 areas –Fluency, Flexibility, Originality & Elaboration.

Statistical Analysis:-

The data collected were analyzed by using **t-test** of significance. Values of Divergent Production Abilities for t-test of significance between the means of male and female student (High Achievers & Low Achievers) are represented in the following tables.

Table -1 Comparison between the Creativity of Low Achiever Male & Female Senior College Students

Area of Creativity	Boys		Girls		S.E.D.	t' Ratio
	Mean	S.D.	Mean	S.D.		
Fluency	56.93	20.77	71.65	27.54	5.45	2.70
Flexibility	14.50	3.52	17.08	6.62	1.18	14.70
Originality	4.00	1.55	4.95	3.00	0.54	1.76
Elaboration	6.23	2.87	7.43	2.44	0.60	2.00
Total Creativity	81.65	22.86	101.10	35.21	6.64	2.92

Source: - Computed by Authors.

Table -2 Comparison between the Creativity of High Achiever Male & Female Senior College Students

Area of Creativity	Boys		Girls		S.E.D.	t' Ratio
	Mean	S.D.	Mean	S.D.		
Fluency	87.33	27.34	97.10	30.17	6.44	1.52
Flexibility	18.40	6.39	19.65	6.87	1.09	0.88
Originality	5.28	2.84	5.48	2.83	0.63	0.30
Elaboration	8.88	2.48	8.48	2.63	0.57	0.70
Total Creativity	119.87	33.77	130.70	38.63	8.11	1.34

Source: - Computed by Authors.

Result and Discussion:-

It was hypothesized that:

1. There was no significant different between the creativity of low achiever male and female senior college students.
2. There was no significant different between the creativity of male and female senior college students with reference with reference to high achievement.

It is evident from the table 1 that 't' value of total Creativity, fluency & Flexibility between male & female low achievers have come out to be 2.92,2.70 & 14.47 which are significant at 0.01 level of confidence.

For Elaboration area of creativity, the 't' value out to be 2.00; which is significant at 0.05 level of confidence. Thus, the null hypothesis is rejected. It may be interpreted that there is a significant difference between male and female low achiever students on total creativity and a' so on Fluency, Flexibility & Elaboration dimensions or areas of creativity. Also it may, further be clear from the mean values that female students (Mcr=101.10, Mfl=71.65,Mfx=17.08 & Mel=7.43) intend more towards the total Creativity, Fluency Flexibility and Elaboration in comparison to male students (Mcr=81.65,Mfl=6.93,Mfx=14.50 & Mel=6.23).

The above findings were also corroborated by the studies done by Passi, B.K. (1972), Bedi, R.K. (Singh,R. (1975) and Rawat, M.S. (1977).

They all found that the female students were significantly superior to the male students on verbal creativity.

It is also explored from the table 1 that no significant difference is found between the low achiever male Senior College Students on Originality area of creativity. There for. Accepting the null hypothesis. It is concluded that this Divergent Production Ability is found equal among male & female low achiever students.

From table 2 it is evident that 't' values for total Creativity, Fluency, Flexibility, Originality & Elaboration to show the difference between male & female high achievers have come out to be 1.34,1.52,0.88,0.30 & 0.70 which are not significant at 0.01 and 0.05 levels of confidence. Therefore, accepting the null hypothesis, it is concluded that these Divergent Production Abilities are equal among male and female high achievements or it can be said that male and female Senior College Students with high achievements are equally creative.

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