

A Study of the Differences in Self-Concept of High Creative and Low Creative Adolescents

Rajkumar S. Topandasani

Associate Professor & Head, Department of accountancy Arts & Commerce College,
Mendaeda – 362 260

Abstract

A number of studies have been conducted on creativity and different variables of personality, such as, creativity and different variables of personality, such as, creativity and extraversion\ introversion (paramesh, 1969), values (paramesh, 1970b), perception (Jaw, 1976), faminity (Raychoudhari, 1970 b) and other variables of personality, including a few studies on self-concept.

Studying the inter-relationship between creativity and self esteem of 263 students reading in grade four , five and six, Pogue (1965)found a significant relationships between creativity scores and self-esteem scores. Studying the relationships between vreativity scores and self-esteem scores. Studying the relationship between self-concept and creative thinking of 200 boys and girls selected from a large group of V grade students, Weisberg, Springer, Duke (1965) observed the correlation between creative thinking and self-concept significant in two areas of creative thinking (fluency and elaboration), but no significant relationship was marked between self-concept and creativity, flexibility, originality.

Introduction

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Exploring the relationship between self-concept and creativity of elementary school children, Sisk (1966) observed that students having high self-concept performed at a significantly higher level on originality and flexibility, than students having low self-concept. The high creative group, as found by Weisberg and Springer (1976), is rated higher than the less creative ones one strength of self-image, case of early recall, hum our, availability of Oedipus anxiety and uneven ego development.

Comparing the high creative pupils with low creative ones, Gupta(1977)found the following self-concept of high creative pupil: (a) pupils with higher score on fluency (v), flexibility, originality real self-concept, ideal self –concept and self-acceptance. (b) pupil with higher score on transformation (v) were found to have higher self-acceptance. (c) pupils with higher score on productive design ability(N.V.) and creativity (N.V.) were found to have high ideal self-concept and self-acceptance. (d) pupils with high scores on complexity (N.V.) and originality were found to have significantly higher self-acceptance. (d) pupils with higher scores on novelty (N.V.) and flexibility(N.V.) were found to have higher ideal self-concept and pupils with higher scores on elaboration (N.V.) were found to have lower ideal self-discrepancy. This review of research reveals that no study is available which deals with the self-concept of high and low creative people from different cultural background point of view. Hence , it is justified to study the self-concept of high and low creative adolescents coming from urban, rural and tribal sub-culture.

Objective of the Study

The objective of the present study is to investigate the self-concept of high and low creative adolescents.

Hypothesis

There is no significant difference between the high and low creative adolescents, so far as the self-concept is concerned.

Methodology

Sample: 580 randomly drawn subjects of Class IX from urban (204ss), rural(213ss) and tribal(163ss) area constituted the sample.

Data for Urban, Rural and Tribal Adolescents of High and Low Creative Groups Self-concept

Group	N	Mean	S.D	' T '	
Urban	H.C	-52	131.2	26.96	3.39**
	L.C	-39	107.0	37.83	
Rural	H.C	-49	134.0	28.98	3.21**
	L.C	-46	114.4	30.43	
Tribal	H.C	-46	116.2	18.50	0.98 N.S.
	L.C	-39	121.5	28.20	

H.C. = High Creative

L.C. = Low Creative **significant at.0l level.

Thus, high creative adolescents differ significantly from low creative ones in terms of self-concept. In urban and rural sub-creative ones. Hence, higher or greater perceived self-concept contributes significantly to creative performance. Earlier research by Gupta (1977) supported this finding surprisingly; tribal low –creative dolescents scored higher than tribal high-creative, though the difference are not significant.

Analysis and Interpretation

In order to examine whether high and low-creative groups differ significantly in terms of self-concept, the high-creative and low-creative were identified on the basis of their performance in creativity measure. Adolescents whose creativity scores were above Q3(third quartile) were categorized as high-creative group(H.C.), and adolescents whose creativity scores were below Q1 (first quartile) were termed as low-creative group (L.C.) means, standard deviation of high and low creative group on self- concept measures was computed, compared and the results are given in table

Conclusion

Thus, the hypothesis of no difference is partially accepted. Urban high and low-creative and rural high and low-creative differ significantly from one another on perceived self-concept. Only, tribal high and low creative groups do not differ significantly, which proves that the tribal low-creative are as higher as their high creative counterpart on perceived selconcept.

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