



## A COMPARATIVE ASSESSMENT OF THE CREATIVITY AMONG THE STUDENTS OF EDUCATION COLLEGES IN AMRAVATI DIVISION

**Vanita N. Kale**

Shri Shivaji College of Education, Amravati

### Abstract:

Creativity is an inborn capacity or potential which flourishes under stimulating and nurturing conditions. It is very important that creative abilities are identified early in life and creative individual provided with viable environment to blossom into productive and contributing human being. The purpose of the study was to assess differences for male and female students in terms of relation between different aspects of creativity. A sample of 200 male and 200 female students of five education colleges was randomly selected. Baqer Mehdi's verbal test of creative thinking was used as a tool for data collection. Mean, S.D. and 't' test were used to analyse the data. The results reveal that male students do not differ significantly in all the variables of verbal creativity, except the measures of flexibility from the female students.

**Keywords:** -Creativity, Assessment, Education Colleges, comparative.

### Introduction

Creativity is the ability of an individual to respond to the need for creation, self-expression, self realization and to solve problems there by improving the quality of life. It is essentially an ability to bring something new into existence purposefully through the person may or may not be conscious of its process, nature and components (Torrance, 1957)

A person may possess it as a natural endowment or nurture it as result of various environmentally stimulating impacts that might have consciously or unconsciously affected his growth of personality.

Creative insights form an essential component of the survival process, in turn leading to the prosperity and sustainable development of the society. It is very often pointed out that the potential capacity to be creative is not a characteristic of a selected few, but rather a process that is inherently present in one and all. It is infact, a dynamic process in person, which helps him/her to achieve dignity and meaning in life. Hence more creative a person, more independent he or she would be, and thus more contributing to the society.

The children of today are citizens of tomorrow. The quality of citizens will largely depend upon the quality of education given to the children. The strength of education in a great measure depends upon the quality of teachers. There is therefore no more important matter than that of securing a sufficient supply of right type of persons to the profession and providing them the best possible training. The basic truth in education is that the training institutions occupy a pivotal position in the educational system of a nation.

Education is accepted as an agent of social change. It not only change the way of thinking of people as a whole but also changes their economic conditions and occupational structure. In this the teacher play a significant and crucial role as a builder of future generation. Teacher Training therefore has become a very important aspect of the modern educational system.

The quality of teachers depends not only on their training and preparation but also on their natural inclinations, devotion and such other personal qualities as intelligence, attitude towards teaching and most importantly creativity. Good education, proper care and provision of opportunities for creative expression inspire, stimulate and sharpen the creative mind and it is in this sphere that teacher make a significant contribution.

Though a great verity of studies have been designed and carried out in almost all the related aspects of creativity. A major portion of the research is devoted to the sex differences in the test score of creativity and comparatively less attention has been paid to the sex differences in Teacher education institutions influencing creativity. Torrance and Alotti (1969) found that girls were better than boys on the measure of creativity. Richmond (1971) has concluded that female scored higher than males. Boling and Boling (1993) found that first born males and later born females demonstrated the greatest creativity Coon (1969) and Warren, Luria (1972) found higher scores for girls in early adolescence on figural creativity. Raina (1969) found that boys excelled on all the figural measures of creative thinking as well as some of the verbal measures Nayana (1981) found that males excelled females on measures of verbal

flexibility, figural originality and figural elaboration.

Singh (1982) made an extensive study and found that boys achieved significantly higher mean scores than the girls on the measures of creative thinking. Lau and Li (1996) also found that boys were more creative than girls. While Behera (1998) reported that when both sex and school background of the subjects are taken into account, students don't differ significantly on their creativity.

It is easy to infer from the above cited research findings that there exist controversy regarding the role played by differences in creativity and most of them focus on children creativity. In the light of these findings, it is needed to assess the creativity of male and female students of education colleges in Amravati Division.

## Methodology

### • Sample

A sample of 200 male students and 200 female students studying in 5 education colleges in Amravati division were selected randomly for the study.

### • Design of the study

In the present study descriptive survey method was used

### • Tool

Baqer Mehdi's Verbal Test of Creative Thinking (1985) was used to measure the fluency, flexibility, originality and total creativity of subjects.

### • Statistical techniques

Both the descriptive and inferential statistics were employed for analysis of data. The descriptive statistics such as Mean and Standard deviation were used. Inferential statistics such as 't' test was employed. 't' value was calculated to know the significant difference between the creativity of male and female students of education colleges.

## Results and Discussion

**H-** There is no significant difference between the means of fluency, flexibility, Originality and total creativity among the male and female students of education colleges. From table 1 the mean scores of the Male and Female students on the measure of fluency were found to be 48.91 and 48.36 and their corresponding S.D. were found to be 13.29 and 16.14

respectively. The 't' value was found to be 0.37 which is insignificant. The result thus clearly shows that there was no significant difference between the male and female on the measure of fluency.

Comparison between male and female students on flexibility shows significant difference between the two groups. The mean scores of Male and Female students were 25.20 and 27.86 and S.D.s were 5.64 and 6.74 respectively. The 't' value was found to be 4.28 which is significant. As such, it may be concluded that female students with their significantly high mean score possessed significantly greater flexibility than male students.

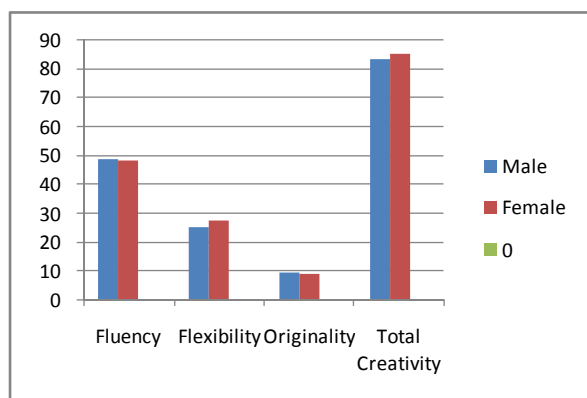
On the measure of originality the mean score of male students was 9.5 and of female students 9.31 while their S.D.s were 5.71 and 7.69 respectively. The difference between the two means was insignificant as the 't' value was 0.28. It may be concluded that Male and Female students were similar on originality once again.

On the measure of total creativity, the mean scores of male and female students were 83.61 and 85.54 and their respective S.D.s were 20.40 and 26.07. The 't' value was found 0.82 which is insignificant. The result thus clearly shows that there was no significant difference between the male and female students on the measure of total creativity.

The results of the above study are in line with the findings of Philips and Torrence (1971), Gupta (1979), Badrinath and Satyanarayana (1978-79) Panday and Rai (1984) . These studies revealed the existence of trivial differences between male and female subjects in relation to creativity. The non significant effect of sex on total creativity seems in line with results obtained by Goyal (1974-75) who found that culture plays a great role in determining 'no difference in creativity of the two sexes, as boys and girls are receiving the same treatment in most of the cultures in their bringing up educational and other such treatments. In the present study it is found that female students excel the male students in flexibility. It could be because female students of education colleges do not seem to suffer from the inhibitions and restrictions on their activities. Therefore the female students get freedom to express their thoughts.

**Table. 1-**

Variables	Male N=200		Female N=200		T value	Level of significance
	Mean	S.D.	Mean	S.D.		
Fluency	48.91	13.29	48.36	16.14	0.37	Not significant
Flexibility	25.20	5.64	27.86	6.74	4.28	Significant
Originality	9.5	5.71	9.31	7.69	0.28	Not significant
Total creativity	83.61	20.40	85.54	26.07	0.82	Not significant



**Figure. 1-** A comparative statement of the means of fluency, flexibility, originality and total creativity of male and female students of education colleges.

### Conclusion

Creativity does not come about in a vacuum. There is a direct link between the motivational orientation brought by a student to a task and the likelihood of his or her being creative at that task and it is the environment that in large part shapes that motivational orientation. Giftedness' can be nurtured, if conditions are right for an appropriate interaction to take place between the individual and the environment. Close attention thus must be paid to college climate, if student's motivation, creativity and special talents are to be developed. In fact, motivation is one of the biggest ways to enhance creativity.

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