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CREATIVITY IN CONTEXT OF GENDER

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Abstract

The present investigation was intended to compare male and female students of Rohtak District on their creative thinking. For the purpose, a sample of 300 adolescent students of senior secondary classes, was randomly selected from the population of senior secondary schools of Rohtak District. The present investigation mainly used descriptive survey method to study creative thinking among senior secondary school students in context of their gender. Verbal Test of Creative Thinking (T.C.W) by Baquer Mehdi was used to collect data. Findings of the study were: a) female students of senior secondary schools students of Rohtak district were found to obtain higher score on fluency as a dimension of creativity (TCW) as compared to their male counterparts. b) Female students of senior secondary schools students of Rohtak district were found to obtain higher score on flexibility as a dimension of creativity (TCW) as compared to their male counterparts. c) Female students of senior secondary schools students of Rohtak district were found to obtain higher score on Originality as a dimension of creativity (TCW) as compared to their male counterparts. d) Female students of senior secondary schools students of Rohtak district were found to obtain higher score on creativity as a whole as compared to male subjects.

***Keywords**:- fluency, flexibility, originality, creativity.*

Introduction

Creativity is essentially human phenomenon. All that reveals new in this world is due to the result of creative ability of human mind. The traits of imagination cultivating into creativity of some artistic, scientific or religious formations makes the man stand on a higher pedestal above all other living beings. Man is overjoyed to see the enormous beauty of nature and his creative mind combined with imagination which is source of all cultural, social and scientific achievements.

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Creativity is the only phenomenon which separates man from machines and animals. It is a vision and actualization of that vision. Which is a unit; it is complete and pragmatic. Just as night gives birth to day, the seed to plant, an ovum to a child; so too a creative vision, gives birth definitely to a creation and its actualization produces scientific, artistic or religious formations. The awareness of such creative vision produces happiness and joy within the person.

Since creativity is exclusive human trait, it helps in achieving dignities and meaningful life identical to this infinite universe.

"Every man has the need to use his energies and powers in creative work. Whether it may be in the area of agriculture of mechanical labor or craftsmanship or office activity or in the case of women, the development and enrichment of home, there is no man or woman who can find true happiness if creativity is thwarted"

---William L. Doty.

Torrance (1977) in his paper on "Uses of Creativity Tests in Education" has pointed out various implications of creativity tests. According to him creativity tests are of vital significance….

a) For obtaining more complex understanding of human mind, personality and their functioning behavior.
b) As a possible base for individual improvement.
c) As a part of process of guiding mental growth, as an indicator of mental health status and as a source of clues for remedial and psychotherapeutic programmers.
d) As a means of assessing differential effects of various kinds of experimental programs, new curricular arrangements, teaching procedures and the like.
e) As an indicators of growth potential and future needs.

Creative behavior is necessary for — increasing personal satisfaction, enhancing problem solving abilities, fulfilling our potentials and so on. It is necessary because the complexity of our world is increasing exponentially day by day. Our survival as species is dependent on our ability to respond to world problems with creative solutions, like global warming, ecological balancing, fuel shortage, food shortages, nuclear proliferation, nuclear waste disposal, disease, pestilence of the environment, crime, urban blight and so on……

Need of the study

The problems of the world seem to be growing faster than our ability to cope with them. Old solutions to old and even new problems are not working.

There is a need to empower the students to explore new avenues for making faster progress in the development mission. When an individual or team is empowered with technology, transformation to a higher potential for achievement is assured. Creative mind is powerful, and when ignited, is the most powerful resource to work on the earth. So there is dire need to explore and identify creative brains.

OPERATIONAL DEFINITION OF THE TERMS

Creativity

Creativity is characterized by novel and appropriate ideas. For the present study, creativity is defined as ability of fluency, flexibility and originality as measured by verbal test of creative thinking by Baquer Mehdi.

Fluency

It reflects the subject's ability to produce a large number of ideas.

Flexibility

It indicates the number of distinct and different ways in which an individual can respond to a stimulus. Quantitatively, it is a measure of variety. Thus the number of different classes of ideas or things determines the numerical value of flexibility.

Originality

It indicates uncommonness or newness in the product. A response that may be considered as original must represent some break away from the obvious, the common place and the banal (Torrance, 1974).

Method of the study

The present investigation mainly uses the descriptive method to study creative thinking among senior secondary school students in context of their gender.

Objectives of the study

1. To compare male and female senior secondary school students of Rohtak district (Haryana) on fluency as a dimension of creative thinking.
2. To compare male and female senior secondary school students of Rohtak district (Haryana) on flexibility as a dimension of creative thinking.
3. To compare male and female senior secondary school students of Rohtak district (Haryana) on originality as a dimension of creative thinking.
4. To compare male and female senior secondary school students of Rohtak district (Haryana) on creativity as a whole.

Hypotheses of the study

1. There is no significant difference between male and female senior secondary school students of Rohtak district (Haryana) on fluency as a dimension of creative thinking.
2. There is no significant difference between male and female senior secondary school students of Rohtak district (Haryana) on flexibility as a dimension of creative thinking.
3. There is no significant difference between male and female senior secondary school students of Rohtak district (Haryana) on originality as a dimension of creative thinking.
4. There is no significant difference between male and female senior secondary school students of Rohtak district (Haryana) on creativity as a whole.

DELIMITATIONS OF THE STUDY

1. The geographical area of the study has been delimited to the senior secondary schools of Rohtak district in Haryana.
2. Only 300 adolescents have been selected on multi-stage random basis.
3. Since creativity covers a wide area, the research has been delimited to verbal creativity; only three components of creativity viz.: fluency, flexibility and originality have been

taken into consideration for the requirement of the study. It was decided to use '**Verbal Test of Creativity Thinking by Baquer Mehdi**.'

SAMPLE OF THE STUDY

A sample refers to the sub-group of a larger population under study from which inferences are drawn about the larger population. The study aims to check the incidence of creativity among senior secondary school students in relation to psychological factors and organizational climate. It, therefore, requires the data to be collected from the concerned categories of all subjects who form the population of the study. In the present study, 300 senior secondary school students and teachers of Rohtak district in the State of Haryana form the sample.

SAMPLE OF THE STUDY

In the present study, 300 senior secondary school students of Rohtak district in the State of Haryana form the sample of the study.

Variables of the study

- Verbal Test of Creative Thinking (T.C.W) by Baquer Mehdi, was used to carry the study.

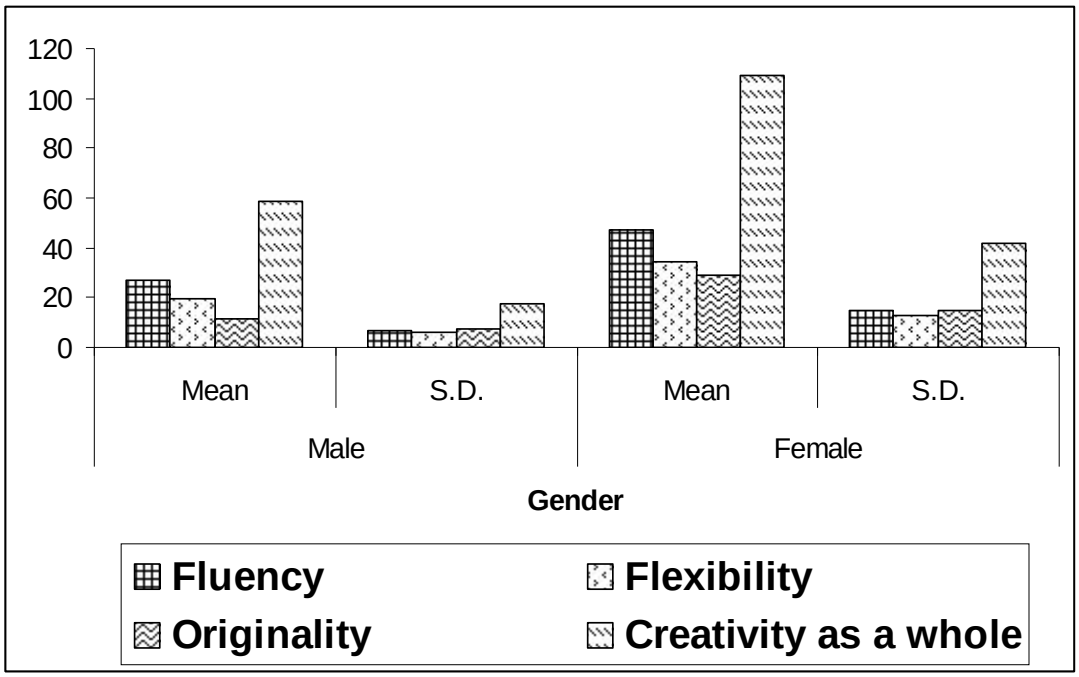
Results and Discussion

The present study intended to compare Creative Thinking among Senior Secondary School Students in context of their gender. The main findings of the study are given below:

Table- 1 : Comparison (male and female) on Creativity and its dimensions

Creativity	Male (N-150)		Female (N-150)		't' Value
	Mean	S.D.	Mean	S.D.	
Fluency	27.25	6.49	47.05	15.10	14.07**
Flexibility	19.75	5.99	34.51	13.00	12.63**
Originality	11.74	7.23	28.80	14.58	12.84**
Creativity as a whole	58.76	17.44	109.32	41.73	13.69**

**Significant at .01 level



4.2: Comparison between Male and Female on Creativity and its dimensions

1. A significant difference was found between male and female senior secondary school students Rohtak district (Haryana) on fluency as a dimension of creative thinking. Female students were found to possess more fluency as compared to male students.
2. A significant difference was found between male and female senior secondary school students Rohtak district (Haryana) on flexibility as a dimension of creative thinking. Female students were found to possess more flexibility as compared to male students.
3. A significant difference was found between male and female senior secondary school students Rohtak district (Haryana) on originality as a dimension of creative thinking. Female students were found to possess more originality than their male counterparts.
4. A significant difference was found between male and female senior secondary school students Rohtak district (Haryana) on creativity as a whole. Female students were found to be more creative than male students.

Discussion of the results

As evident from the above stated findings, girls have been found to be more creative, more fluent, more flexible and more original than boys. These results of the present investigation are in consonance with the findings of **Singh (1978); Mishra K.S. (1982); Raina, M.K. (1986);**

Richardson (1986) and Stimpson (1986). These studies revealed that girls possess higher lend of word fluency, expressive fluency, spontaneous flexibility and originality than boys. Girls excelled boys in overall scientific creativity Boys were observed to be less creative than girls. This finding is in contradiction with finding of **Arora G.L. (1978)** which states that males and females did not differ significantly on creative thinking. Sex did not contribute significantly to the variance in creativity scores. **Sharma, A.K. and Singh, Gurpal & Jarial (1981)** also have contradiction with this finding by stating that no significant differences were found by them in the total creativity score of male and female students.

Educational Implications

This study will prove beneficial for teachers, parents school administrators, policy planners, teacher educators, researchers as well as for curriculum developers.

Parents at home and the teachers in classroom situations always have the opportunity for nurturing the creativity in students. They may channelize a child's creative energy into constructive dimension. They should not block their divergent thinking. But they should act as facilitators for the same. Student's unusual ideas must be welcomed at home as well as in classrooms, rather their unusual ideas should be kept in record. Teachers and parents should give such type of environment to children so that they can touch the edge of their imagination. Their original responses should be welcomed and they should be encouraged to bring the solutions or ideas which have not been expressed by someone else. Their curiosities should be satisfied. In classrooms students should be free to ask any question from the teacher. Parents should also try to satisfy every unusual query of the child. They should not snub child's curiosity in the name of discipline. Classroom situations should be made free from rigid planning. Let the children be free from anxiety and to play with their imaginations. Boys should be encouraged to be divergent in their thinking.

SUGGESTIONS FOR FURTHER STUDY

1. The study needs to be replicated on a large sample from different parts of the country and at different age levels to confirm the findings of the present investigation.

2. A study may be undertaken to explore the influence of type of organizational climate affecting creativity.
3. A study may be undertaken to find out the role of motivation in enhancing creative thinking among adolescents.
4. A study may be conducted to observe the role of intuition and imagination in enhancing creativity.

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