

A COMPARATIVE STUDY OF CREATIVITY AMONG BOYS AND GIRLS OF CLASS VIII OF NASHIK CITY

Mr. A. S. Jinjar,
Assistant Professor,
P. V. College Of Education, Nashik

Abstract :

The Purpose of this Study was to investigate differences for boys & girls in terms of the relation between different aspects of Creativity.

A sample of 50 boys & 50 girls studying in two Secondary Schools of Nashik City in the year of 2015-16 was randomly selected.

The investigator had personally met the participants & administered the tool.

Mehdi test of Creative Thinking (Verbal Test) designed by dr. Baqer Mehdi (2011) was used mean, S. D. S. & 't' test were calculated to analysis the data. The findings reveal that boys do not differ significantly in all the variables of verbal Creativity except the measures of Originality from the girls.

Introduction:-

"Creativity is thinking & responding process that involves connecting with our previous experience, responding to stimuli (Objects, Symbols, Ideas, and People & Situations) and generally to at least one unique combination." - Parnes (1963:5)

"The initiative which one manifests by his power to break away from the usual sequence of thought into an altogether different pattern of thought Creative thinking involves new forms of thinking away from the traditional forms. thus, Creativity comprises of curiosity, imagination, invention, novelty, originality, research, etc." - R. M. Simpson

"A nation's progress, greatness depends not only on its material achievements but also upon its great thinkers. Artist & scholars' that are regarded as Creative genius. And in fact, historical records provide evidence that cultures have collapsed because of Failure to utilize, intelligent & imagination methods for solving their problems." - Torrance (1962)

"Creativity is the key to education in its fullest sense & to the solution of mankind's most serious problems." - Guilford (1966)

"Adventurous thinking, getting away from the main track, breaking out of the mould, being open to experience, and permitting one thing to lead to another." - Fredrick Barlett

Creativity & Sex Differences:-

Many investigators conducted in India & abroad have revealed inconsistent results on sex differences in the test scores of Creativity. Torrance (1963) while investigating on sex differences in Creativity of the Students from first class to fourth class has found that boys become increasingly superior on most of the measures of Creative Thinking up to 3rd class by 4th class boys begins to lose their battle against conformity to behavioral norms showing a sharp measured decrement in most of these abilities (Originality & Flexibility).

Torrance & Alotti (1969) found that girls were better than boys on the measure of Creativity.

Richmond (1971) has concluded that females scored higher than males.

Flaherty (1992) investigated on the effects of a multimodal program on self concept & cognitive and affective Creativity on students in 3rd class & found that the girls in the experimental group made significant gains over the boys.

In other study conducted by Boling & Boling (1993) found that first born males & later born females demonstrated the greatest Creativity.

Torrance (1983) found that gender differences in divergent thinking ability have changed over time. In the 1950s & 1960s boys outperformed girls on measures of Originality, whereas girls surpassed boys on elaboration & most measures of verbal Creativity.

Torrance (1962, 1965) & Horold's (1968) results indicated that there are significant sex differences on several Creativity variables, with males being stronger than the females.

Nayana (1981) found that males excelled females on measures of verbal Flexibility, figural Originality & figural elaboration.

Singh (1982) made on extensive study & found that boys achieved significantly higher mean scores than the girls on the measure of Creative Thinking. Lau & Li (1996) also found that boys were more creative than girls.

Statement of Problem:-

The Present work is thus a Comparative Study of Creativity among boys & girls of class VIII of Nashik city in Maharashtra State of India.

Methodology :-

Sample:-

A sample of 50 boys & 50 girls studying in two secondary schools of Nashik city was selected on random basis for the study.

The sample was equal on age & socio--economic states.

Design of the study:-

In the present study descriptive survey method was used.

Instrument of the Study:-

Baqer Mehdi test of Creative Thinking (Verbal VTCT-M) designed by dr. Baqer Mehdi was used. The test is appropriate for the middle school level through the graduate level. And can be individual or group administered.

It requires 55 to 60 minutes of working time. Translated into over various Indian languages.

This test is recommended as the best standardized measure to use because of the preponderance of evidence of Reliability & Validity over time & in different cultures.

The VTCT is the most widely used & studied Creative tests.

The atmosphere in which VTCT is administered is important. Mehdi recommended the creation of a light atmosphere such as thinking or problem solving to avoid the threatening situation associated with testing. His intent was to set the tone so that examinees would enjoy the activities. Examinees should be encouraged to have fun & should be experience a psychological climate that is a comfortable & stimulating as possible. The subjects are required to provide written responses to the questions put to turn. The verbal activities are of the following types:-

- a) Consequences
- b) Unusual Uses
- c) New Relationships
- d) Product Improvement

Activity (a):- the task in the form of hypothetical situation. The tasks confront the subject with a situation which he can think of with a large

Number of possibilities to hypothetical happening. This implies cause & effect thinking.

Activity (b):- The activity appears playful to child but quickly puts him on a train of thought which will many novel responses.

Activity (c):- In this activity, articles of daily use with which the child is quite familiar are taken so as to enable him to think more naturally about relationship between two apparently dissimilar objects.

Activity (d):- This test of verbal imagination is similar to the one found in Torrance's product improvement activity. In this test the subject is only asked to imagine a figure of horse toy & then give responses which would indicate what he will do to make it more interesting & unusual for the child to play with.

All these activities are evaluated in terms of the Creative abilities such as-

Fluency - (the ability to produce a large number of relevant ideas).

Flexibility - (the ability to produce large number of unrepeatd responses, or the variety of ideas).

Originality - (the ability to produce ideas that are unusual).

Validity of Test:-

(A) Item validity of test

The test was administered to two samples - ones urban & the other rural, consisting of 300 & 175 pupils respectively, studying in classes VII & VIII. Each item was scored for fluency, flexibility & originality. The raw scores with a mean of 50 & S.D. 10 and were added up to get the total score for each item. The item scores were then correlated first, with the total activity scores and then with the grand total i.e. the total of four activities. The total activities scores were also correlated with the grand total.

Another method for studying the usefulness of the items in a given activity was to obtain separate scores for fluency, flexibility & originality for each set of items under a given activity in order to see how the students among themselves & how they correlated with the grand total.

The correlations a significantly high degree of relationship between activities & the total Creativity score (all being significant beyond .01 levels).

The correlation range from .761 to .862 for urban sample & from .541 to .741 for rural sample.

(B) Factor Validity

The correlation are much higher than would be expected on the basis of results obtained by Guilford in his factor analytic studies of the structure of intellect. That they are as high as that may be due to the high verbal component present in each factor. It seems that the verbal factor is largely contributing to the inter-correlations among factors.

Reliability of the Test:-

Test-Retest reliability:-

The test - retest reliabilities of the factor scores & also the total score were obtained on a small sample (N=31)

The factor score & the total creativity score reliabilities are considerable high ranging from .896 to .959. These values are highly satisfactory. The reliability of the total creativity score which came out to be .959 is again quite high.

Statistical Techniques Used:-

Mean, S. D. S. & 't' test were calculated to analyze the data.

Result & Discussion:-

The significance of the difference between mean scores of the boys & that of the girls of class VIII was examined for each of the four measures of verbal creativity: Fluency, Flexibility, Originality & total Creativity. The analysis of the results is given in table 1.

Table - 1

Variables	Boys N = 50		Girls N = 50		't' value	Level of significance
	Mean	S. D. S.	Mean	S. D. S.		
Fluency	37.57	10.55	37.22	12.83	0.14	N. S.
Flexibilities	32.65	6.89	31.67	7.90	0.58	N. S.
Originality	6.84	8.01	5.07	6.32	2.14	0.01
Total Creativity	72.53	21.22	71.94	25.52	0.17	N. S.

As can be seen table 1 the mean scores of the boys & the girls on the measure of fluency were found to be 37.57 & 37.32 and their corresponding S. D. S. were found to be 10.55 & 12.83 respectively.

The 't' value was found to be 0.14 which is insignificant.

The result thus clearly shows that there was no significant difference between the boys & girls on the measure of Fluency.

On Flexibility the mean score of the boys was 32.65 and of girls 31.67 while their S. D. S. were 6.89 & 7.90 respectively. The difference between the two means was insignificant as the 't' value was 0.58. It may be concluded that boys & girls were similar on Flexibility once again.

Comparison between boys & girls on Originality shows significant difference between the groups. The mean scores of boys & girls were 6.84 & 5.07 and S. D. S. was 8.01 & 6.32 respectively.

The 't' value was 2.14 which is significant at 0.01 level. As such, it may be concluded that boys with their significantly higher mean score possessed significantly greater Originality than girls.

As can be seen table one on the measure of total creativity. The mean score of boys & girls were 72.53 & 71.94 and their respective S. D. S. was 21.22 & 25.52 when the 't' value was calculated to find out the significance of difference between the mean scores of the two groups the 't' value was found to be 0.17 which is insignificant. The result thus clearly shows that there was no significant difference between the boys & the girls on the measure of total Creativity.

Conclusion:-

The findings reveal that boys do not differ significantly in all the variable of verbal creativity, except the measures of originality, from the girls.

Suggestions:-

Additional studies are necessary to investigate gender differences in Creative across all class levels. Furthermore, the impact of interventions of specialised programs to enhance Creativity needs to be integrated.

At a time when there is an emphasis on the basic skills of literacy and numeric it is crucial to remind ourselves of the importance of creativity & imagination in their own right and in the contribution they make to other areas of learning. We need to resist any attempt to curtail or limit the development of creativity and imagination in the early years and beyond.

If we don't ensure plenty of opportunities for learning that are first hand, that encourage children to think for themselves to play and to take risks, we will raise a generation who, to quote Oscar wilde, "know the price of everything and the value of nothing" (Wilde 1969 lady windermere'sfan, Act III).

Though a curriculum rich in creative and imaginative opportunities young children have the opportunities to develop skills, attitudes and knowledge that will benefit all the areas of their learning & development. If our wishes for the children are to become reality. We must plan provision for young children that encourages and develops creativity and imagination. We need to find ways to promote what we value & make our beliefs real.

Creativity and imagination come from the human ability to play and civilization rests on this ability. It is essential that we foster the human capacity for creativity and play, If we do not we will be left copying old ideas. Involvement in creative and imaginative experiences should be essential for the life.

References :-

- 1) RAINA, M. K. (1969). A study of sex differences in creativity in India. **The Journal of Creative Behavior**, 3(2) PP 111-114.
- 2) RAINA, M. K. (1971). Verbal and Non verbal thinking ability. A Study in sex differences, *Journal of Education and Psychology*. 29(3) PP 175-180.
- 3) SAIMA SIDDIQI. (2011). *Indian Educational Review*. Volume 49, N.C.E.R.T.: New Delhi. PP (5-14).
- 4) Kothari C.R. (2011). *Research Methodology Methods and Techniques*. Delhi: New Age International (P.) Ltd. Publishers.
- 5) S.K.Mangal. (2011). *Advanced Educational Psychology*. Meerat: International Publishing House.
- 6) Bhatia & Bhatia. (1991). *Theory of Principles of Education*. New Delhi: Daoba House.
- 7) J.C.Aggarwal. (2007/8). *Essentials of Educational Psychology*. Delhi: Vikas Publishing House.
- 8) Raina M. K. (1980). *Creativity Research, International Perspective*. New Delhi: N.C.E.R.T.