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A STUDY OF CREATIVITY IN PROFESSIONAL COLLEGE STUDENTS

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ABSTRACT—

Creativity is a potentiality which influences human activity in almost all spheres of life. Adolescence is transition period between childhood and adulthood. An adolescent is eager to interact with new experiences to find new relationships. The purpose of the study was to measure and compare creativity in adolescent students of Professional colleges.

The sample of 800 First year graduation adolescent students of medical and Engineering colleges were selected randomly for the study. Data collected by descriptive survey method. Bagar Mehdi's verbal test of creative thinking was used for analyse the data. The study concluded that male and female students of medical colleges were more creative than the male and female students of Engineering Colleges respectively.

KEY WORDS: *childhood and adulthood* **.**

INTRODUCTION :

Creativity means literally 'create' 'creation' or 'creative force' and power to create new works. It is relatively a new concept, especially linked with the concept of imagination (Nami et al 2014) Creativity is an ability to think about things in new ways to achieve unusual and unique solutions in problems (Saif 2008). Every day we face new challenges in all aspects of life and creativity is not only a means for adopting with changes but also a stimulus for producing knowledge in different fields of study.

Creativity is that act or ability to create something new through imaginative skills. It is a mental process involving the generation of new ideas. Creativity is finding concepts or association between existing and new concepts or rearranging what is known in order to find out what is not known (Arya et al 2016). The creative process takes place in the thought. Creative thinking has two aspects divergent thinking and convergent thinking. A creative person requires passion and commitment, fresh way of looking at things, an understanding of people and an entrepreneurial willingness to take risk and work hard, ability to convince people that new ideal is good or better.

Creativity is important in everyday life because it makes life infinitely interesting and fulfilling. Creativity is a way of living life that embraces originality and makes unique connections between seemingly disparate ideas. Creativity is about living life as a journey into seeing and communicating the extraordinariness of simplest, most every day acts. Creativity expands perceptions and along with expanded perceptions come new ways of problem solving.

Creativity is the capacity or ability of an individual to create, discover or produce a new or naval idea or object, including the rearrangement or reshaping of what is already known to him which proves to be a unique personal experience creator. It is the potential which influences human behavior in scientific, technical and artistic fields. Creativity is one of the highest gifts that nature has fast owed on mass. Creativity enhances the capacity to make changes in the surroundings. In fact it is creativity which has helped society in its evaluation from the animal life to the present development.

Adolescence is transition period between childhood and adulthood. This is stage revolutionary period of growing up. During which child is developed into man and women. Adolescence is the time when the surge of life reaches its highest peak. The adolescence is eager to interact with new experiences to find new relationships to combine resources of inner ability. Creativity is a critical aspect of person's life stating from embryonic existence onward through adulthood.

Creativity begins in adolescence with the development of abstract thinking capacity together with the creative janurian homespatial and sep-con articulation processes. The adolescent task feature of rebelliousness in an intrinsic pact of attempts at independence from parents for creatively motivated adolescents, opposition has divergent innovative effects and it is preserved as a basis for cognitive opposite dispositions that are incorporated within the janusian process.

Adolescence is marked by bodily changes for both females and males. Body and sensation pre occupations as well as spatial alterations farm a basis during adolescence for flexible orientations to space, and the use of mental superimpositions and interpositions of the homospatial process.

Creative identity, the sense of oneself as a creative person, tends to start in adolescence and continue throughout life. This identity serves as a direct motivating factor for the acquisition of necessary skills and the pursuit of creative endeavour. Successful creation requires healthy psychological process and the flower of health adolescent development.

Adolescents do produce effective poetry and creative writing that may or may not continue throughout life. Other types of creativity that begin in adolescence are manifested in visual artistic pursuits, musical performance and composition, aspects of abstract and formal thinking capacities and technical pursuits and exploration. These all develop rapidly during this period. Creative writing especially is often focused on personal feelings, ideas and experiences and dramatizes and constantly changing and developing inner sense of self and identity. Hence an investigator made an attempt to measure the creativity among adolescents.

OBJECTIVES

- To measure the creativity of adolescent in various professional colleges.
- To compare the creativity of adolescents in various professional colleges.

HYPOTHESES

- There is no significant difference between the creativity among the male students of medical and engineering colleges.
- There is no significant difference between the creativity among the female students of medical and engineering colleges.

METHODOLOGY

Method

The present research based on survey method particularly the descriptive survey research.

Sample

The sample comprised of 800 students of first year of graduation in which 400 Medical (200 male + 200 female) college students and 400 Engineering College students (200 male + 200 female) were selected randomly from the medical and engineering colleges of Amravati University.

Tool

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

Statistical Analysis

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 medical and engineering colleges.

Analysis of Data

Testing of Ho_1

There is no significant difference between the creativity among the male students of medical and engineering colleges.

Table 1 : Showing the significance of difference between the creativity among the male students of medical and engineering colleges.

Variables	Male students				't' value	Level of significance 0.05
	Medical (200)		Engineering (200)			
	Mean	S.D.	Mean	S.D.		
Fluency	44.63	14.27	31.54	9.79	12.31	Significant
Flexibility	29.95	6.40	21.80	6.29	12.82	Significant
Originality	13.92	8.82	5.87	4.84	11.31	Significant
Total Creativity	90.50	26.27	59.22	18.70	13.71	Significant

From the table 1 the mean scores of the male student of medical and engineering colleges on the measure of fluency were found to be 44.63 and 31.54 and their corresponding S.D. were found to be 14.27 and 9.79 respectively. The 't' value was found to be 12.31 which is significant. Hence it may be concluded that male students of medical colleges with their significantly high mean score possessed significantly greater fluency than male students of Engineering Colleges.

Comparison between male student of medical and Engineering college on the measure of flexibility, originality and total creativity calculated the 't' values were found to be 12.82, 11.31 and 13.71 respectively which were more than the table value 1.96. Hence Ho_1 was rejected.

It is inferred that there was a significant difference between the flexibility, originality and total creativity among the male students of medical and engineering colleges.

It is concluded that male students of medical colleges were much creative than male students of engineering colleges.

Testing of Ho_2

There is no significant difference between the creativity among the female students of medical and engineering colleges.

Variables	Female students				't' value	Level of significance 0.05
	Medical (200)		Engineering (200)			
	Mean	S.D.	Mean	S.D.		
Fluency	40.99	16.16	34.90	12.11	4.26	Significant
Flexibility	27.22	8.09	24.62	6.69	3.63	Significant
Originality	12.21	8.81	8.83	6.07	4.46	Significant
Total Creativity	80.42	29.74	68.26	22.05	4.64	Significant

From above table 2 the mean scores of the female students of medical and engineering colleges on the measure of fluency were found to be 40.99 and 34.90 and their corresponding S.D. were found to be 16.16 and 12.11 respectively. The 't' value was found to be 4.26 which is significant at 0.05 level of significance. Hence it may be concluded that female students of medical colleges with their significantly high mean score possessed significantly greater fluency than female students of Engineering Colleges.

Comparison between the female students of medical and Engineering colleges on the measure of flexibility, originality and total creativity the calculated 't' values were found to be 3.63, 4.46 and 4.64 respectively which were more than the table value 1.96. Hence Ho_2 was rejected.

Therefore, it is inferred that there was a significant difference between the fluency, flexibility, originality and total creativity among the female students of medical and engineering colleges.

It is concluded that female students of medical colleges were more creative than female students of engineering colleges.

CONCLUSIONS

- Male students of medical colleges were more creative than the male students of Engineering colleges.
- Female students of medical colleges were more creative than the female students of Engineering colleges.

SUGGESTIONS

Creativity is a valuable skill and there are common strategies teachers can use to help students to develop it.

- Plan and frame curriculum and provide tools that give students options, voice and choice in order to enable them to be creative.
- Remove constraints for creativity and give the students space and a framework in which they can be creative.
- Teach student how think than what to think.
- Foster a question friendly environment help students develop the habit of asking why questions.
- Practice generating more ideas.
- Encourage new skills.
- Model creativity in the classroom. To help students unleash more creativity, lead by example and openly share original ideas with the class.
- Use the Jigsaw classroom method. Allow students to do some work on there own.
- Visualize goals with timelines.
- Team build exercises.
- Challenge advanced students with extension projects.
- Rewards and recognition are key to motivating students.
- Encourage discussion.

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