

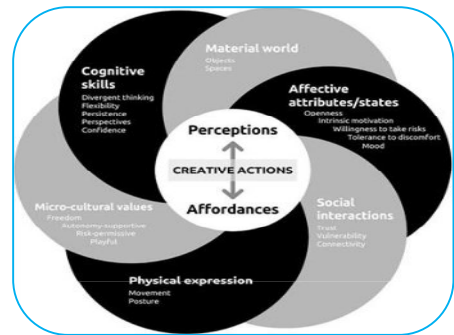


## DIVERGENT PRODUCTION ABILITY AMONG ART AND COMMERCE FACULTY COLLEGE STUDENTS

Assi. Prof. Dr. Waghmare Meera Laxman

### ABSTRACT

**Objective :** The present study investigation the Divergent production ability among Art and Commerce Faculty college students. **Hypothesis :** The Divergent production ability would be less Art Faculty students than Commerce Faculty students. **Sample:** The Present study will be focus on Divergent production ability among Art and Commerce Faculty students are two groups (150 +150) . The selected sample in Raigad District . The present Research in these students who have completed 18 to 22 year age . **Research Tool :** divergent production ability scale is developed by K.N. Sharma Read. Professor Dept. Of psychology Rajasthan University, Jaipur. **Result :** There would be a significant difference between Commerce Faculty students and Art Faculty College students on the Divergent production ability.



**KEY WORDS --:** Divergent Production ability , Art & Commerce Faculty College Students.

### INTRODUCTION

Today Generation is identify a competition of Generation. To survive in every filed , one has to work very hard , so one has to acquire Knowledge , Skill and competence in oneself. In today's situation , in this situation the students are taking the support of new technologies , the students have to face various factor in their quality development along with the educational environment , other factor also play a role do emphasis on their development of knowledge to wear work method kinds of educational institutions study vocational technical courses it plays an important role in the overall development of the student mainly their academic performance , skills, various fine art qualities competency included.

A creative person is an important requirement in the global world, and this makes divergent thinking an increasingly important area in education. The first person who defines creative thinking was Torrance, who defined it as "the ability to sense problems, make guesses, generate new ideas, and communicate results" (1965, 1966, 1988, as cited in Wang, 2011).

### The Meaning of Divergent production ability:

Divergent Production (DP). Guilford (1967) defined divergent production (DP) as the generation of information from given information, where the emphasis is upon variety and quantity of output. Fluency, flexibility, originality, and elaboration are considered four divergent production abilities that contribute to the more complex construct of creativity. In this study, DP is redefined limited to three abilities: fluency, flexibility, and elaboration only. These three constructs are imbedded

in DP activities based on math content by using three different strategies, i.e., think aloud, math inquiry, and problem solving.

### Divergent thinking

Guilford first proposed the concept of "divergent thinking" in the 1950s, when he noticed that creative people tend to exhibit this type of thinking more than others. He thus associated divergent thinking with creativity, appointing it several characteristics:

1. **fluency** the ability to produce great number of ideas or problem solutions in a short period of time
2. **flexibility** the ability to simultaneously propose a variety of approaches to a specific problem
3. **originality** the ability to produce new, original ideas
4. **elaboration** the ability to systematize and organize the details of an idea in a head and carry it out.

### REVIEWS OF LITERATURE –

**Kousoulas & Mega (2009)** observed that female students scored higher than the male students in the subtests of fluency and flexibility, and for the total score of divergent thinking, except for the originality sub test.

**Awamleh et al. (2012)** found the presence of gender differences in creative thinking abilities and observed that females had an advantage over males on the subtests of fluency and flexibility, observed that females had a significant advantage over the males in the subtests of fluency, flexibility, and elaboration, but not in originality when domain-specific items were used. The results of the study further indicated that there were no differences between males and females in their domain-general creative thinking scores.

**Khaleefa et al. (1996)** reported that small girls in the Sudan were found to be more creative than boys, for as long as they enjoy the same level of freedom. This, however, changes during adolescence, when girls have less freedom and face more pressure in the restricted socio-cultural system.

**Raina (1980)** reported a reversal in sex differences in creativity over a 10-year period in India. In 1969, boys in India had shown a consistent superiority in both the verbal and figural tests. Retesting a decade later, however, revealed that the advantage in both verbal and figural creativity had shifted in favor of the girls. Still other studies indicated that female students were more creative as compared to the male students. So the creativity differs significantly on the bases of gender. Female academically gifted students were found to be more creative and have better personality characteristics than male academically gifted students (**Dalal & Rani, 2013; Sethi, 2012; Nadim & Wani, 2013; Deshmukh, 1978**). Statistically significant differences were found between the creativity of male and female senior college students with low achievement on total creativity and also on Fluency, Flexibility and Elaboration dimensions where as insignificant difference was found on originality dimension (**Wasake, 2014**).

**Baer & Kaufman (2008)** reported that there were few studies indicating the advantage of females over males, in terms of divergent thinking (**Singh, 1979; Rejskind, Rapagna & Gold, 1992**); but, many more studies showed mixed results or no significant differences (e.g., **Goldsmith & Matherly, 1988; see Baer & Kaufman, 2008** for a comprehensive review). Overall, the display of regular gender differences has been vague. Males were found better than females on certain aspects of creativity but females were generally good than males on others (**Ai, 1999**).

### AIM OF THE STUDY

To examine and compare Divergent Production ability among Art and Commerce Faculty college students.

### Hypothesis :

Divergent production ability would be less in Art Faculty students.

**Variables :**

**1) Independent Variables**

- a) Art Faculty students
- b) Commerce Faculty students

**2) Dependent Variables**

- A) Divergent production ability

**Methods :**

**A) Participants :**

The present study aims examine a sample consisting 100 individual subjects those are art faculty and Commerce faculty form Raigad city in Maharashtra . There are two group 200 from Art ( B.A) and 100 from Commerec ( B.com) students taken for this research age between range 18 -22 years.

**B) Tools :**

**Divergent Production ability:**

The divergent production ability scale is developed by K.N. Sharma Read. Professor Dept. Of psychology Rajasthan University, Jaipur. The test-retest reliabilities of the Battery are word production reliability .67, Uses of things reliability .80, Similarities reliabilities .68 Sentences construction's reliability .84, Title's reliability .85, Elaboration reliability .82. This test contains (1) Test word production 2) use of things 3) similarities 4) sentence construction 5 ) making titles 6) elaboration. It measures four creative abilities - fluency, flexibility, originality and elaboration and total creativity.

**Statistical Method**

Descriptive statistical method used for (Mean, S.D, and T test) out for analysis of the data.

**RESULT AND DISCUSSION :**

There would be a significant difference between Commerce Faculty students and Art Faculty students on the Divergent production ability.

**Table. Showing Mean and Standard Deviation and F Values of English and Marathi medium students on the Divergent production ability.**

Faculty	Mean	S.D	N	F value	Sign
Commerce	290.38	42.65	100	12.84	P<0.01
Art	270.08	37.26	100		

**chart . Showing Mean and Standard Deviation and F Values of English and Marathi medium students on the Divergent production ability.**

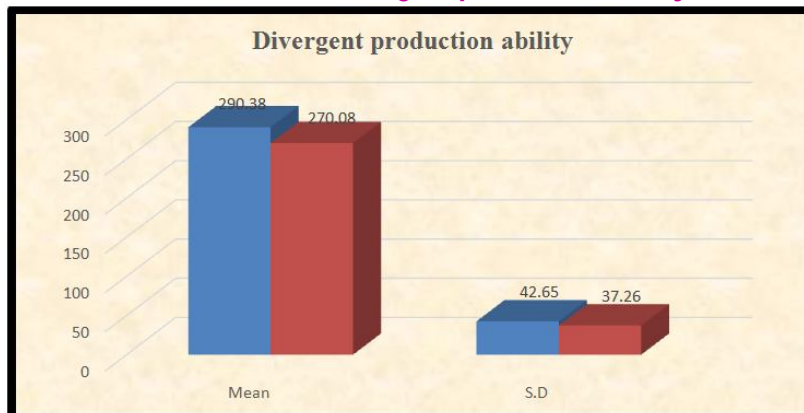


Table represents that the Mean and SD of Commerce Faculty students on Divergent production ability is 290.38&42.65 and the Art Faculty College students on Divergent production ability is 270.08 and 37.26 respectively. The values show the difference in the mean of Commerce Faculty college students and Art Faculty College students on the Divergent production ability. The value of 'F' emerged to be 12.84; \*\* which is significant at 0.01& 0.05 both levels. This shows that there is a significant difference found amongst Commerce students and Art Faculty College students on the Divergent production ability.

Therefore, the result supports the hypotheses stating that "There would be a significant difference between Commerce Faculty college students and Art Faculty College students on the Divergent production ability.". Hence the hypothesis is accepted.

The results are support with the study conducted by Shaikh Imran and Shaheen Perveen (2011) this study presents and tests divergent thinking of individual creativity among the High School students. The methodology selected is the survey method. The sample selected for the study consists of 200 students comprising of College students Commerce Faculty and Art Faculty college student in Raigad city. It is also inferred that students are better in developing fluency in Divergent thinking as compared to Marathi medium students.

## CONCLUSION

There was a significant difference regarding Divergent production ability between Commerce faculty and Art Faculty students.

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