REVIEW OF RESEARCH
IMPACT FACTOR : 5.7631(UIF) UGC APPROVED JOURNAL NO. 48514 ISSN: 2249-894X
VOLUME - 7 | ISSUE - 12 | SEPTEMBER - 2018

STUDY OF INTELLIGENCE AND CREATIVITY AMONG COLLEGE STUDENTS OF TRIBAL AND NON-TRIBAL AREAS

Dr. Ajit B. Chandanshive
Dept. of Psychology, Chandmal Tarachand Bora College, Shirur,
Dist- Pune (Maharashtra)

ABSTRACT

The present study was undertaken to investigate intelligence and creativity among college students of tribal and non-tribal area. The purpose of this study was to study the effect of tribal and non-tribal area on intelligence and creativity of college students as well as to study the gender difference in intelligence and creativity. For this study, total one hundred college going students were (50 were tribal area and 50 were non-tribal) selected as a sample out of them 50 boy students and 50 girl students through purposive sampling method from Junnar and Ambegon Tahshil (Dist- Pune, Maharashtra). Study revealed that 1) there is no significant difference of tribal and non-tribal area on intelligence among college students. 2) There is a significant gender difference on intelligence. Girls are more intellectual than boys.3) There is a significant area difference in creativity; students of non-tribal area are more creativity as compared to tribal area. 4) There is a no significant gender difference on creativity. Creativity of girls and boys are equal.

KEY WORD: *intelligence , creativity, Tribel and non-trible area.*

INTRODUCTION

Tribal students are full of numerous potential but lack of education and motivation they cannot develop their ideas, thinking power, creativity, and intelligence. They are afraid of science and technology so they cannot dare to accept new challenges of their lives. Therefore researcher wants to study the intelligence and creativity of tribal and non-tribal college students.

Intelligence: Intelligence can be defined in many ways. It refers to the capacity for logic, understanding, self awareness, learning, emotional intelligence, knowledge, reasoning, planning, creativity and problem solving.

Creativity: Creativity refers to the act of turning new and imaginative ideas into reality. It may also characterized by the ability to perceive the world in innovative ways, to find hidden pattern, to make connections between seemingly unrelated phenomena, and to generate solutions.

Since this is the age of globalization and informational technology, Tribal people have to face lots of different situations, tackle with numerous difficulties in terms of their life style, education, health hazards, mental disorders , superstitions etc.

Researcher wants to find out the real problem in tribal and non-tribal students in relation to their intelligence and creativity. Tribal student have also inborn intelligence but they do not get the opportunities to prove their talent. They work in traditional pattern; they do not have anything resources to promote their creativity. They do not have modern English medium education, library and internet facility, and on account of electricity problems they cannot study properly. On the above pretext of the tribal students, the researcher

wants to take up this study to evaluate the status of students in terms of intelligence and creativity.

REVIEW OF LITERATURE:

Charlotte Regena John et.all (2014) conducted study on Achievement in English of Tribal students: Comparison of determinants. The main purpose of the study was to study the role of personality and emotional intelligence on English achievement of tribal students. Study explores that the effect of personality and emotional intelligence on academic achievement of tribal students.

Rajam and Malarvizhi (2011) study on educational status of tribal children in the Nilgris district. The main purpose of the study was to study the parental objective in educating the respondents, to find out the reasons for taking education and financial aid for children and to assess the difficulties faced by them. 600 samples were selected from Nilgris in two blocks. A purposive random sampling method was used for data collection. Study revealed that the given opportunities were not utilized fully; sometimes they were opposed by their own caste people, which resulted in conflicts, problems and tensions.

Bidyadhar (2006) studied of achievement motivation among secondary school tribal and non-tribal students. The major purpose of this research was to investigate into the level of achievement motivation among secondary school tribal and non–tribal students. 600 samples collected by stratified random sampling method. Deo-Mohan Achievement Motivation Scale was used for data collection. Study revealed that the secondary school tribal students lag behind in their level of achievement motivation than their non-tribal counter-parts.

Susan George and S. Rajaguru (2016) conducted study on creativity and academic achievement of tribal and nontribal students. Main objectives of the study was to compare the creativity and academic achievement of tribal and non-tribal underachievers. 587 tribal (Boys=322 & Girls=265) and 479 non tribal (Boys=279 & Girls=200) secondary school students were selected from Nilgiri district, Tamilnadu. The findings of the study are significant difference exist in the creativity of tribal and non-tribal underachievers, no significant difference exist in the academic achievement of tribal and non-tribal underachiever.

Statement of Problem:

"A Study of Intelligence and Creativity among College of the Tribal and Non-tribal area and Gender"

OBJECTIVES:

1. To study the effect of tribal and non-tribal area on intelligence of college students.
2. To study the gender effect on intelligence of college students
3. To study the effect of tribal and non-tribal area on creativity of college students
4. To study the gender effect on creativity of college students.

Hypothesis:

1. There will be significant difference of tribal and non-tribal area on intelligence among college students.
2. There will be no significant gender difference on intelligence among college students
3. There will be no significant difference of tribal and non-tribal area on creativity among college students.
4. There will be significant gender difference on creativity among college students.

Variable:

Independent Variable: **A)** Area- A1 – Tribal, A2- Non-tribal
(B) Gender- B1- Boy B2- Girl
Dependent Variable: (A) Intelligence (B) Creativity

Tools of the Study:

1. **Malin's Intelligence Scale:**
2. **Passi Test of Creativity (PTC):**

Selection of sample:

In the present study, researcher has select 100 samples, out of them 50 was be tribal college student ,boys (25) and girls (25) and 50 will be non-tribal ,boys (25) and girls (25). Sample has selected from Junnar and Ambegoan Tahasils of pune, district tribal and non-tribal area by purposive sampling method for each category.

Research Design:

	Area (A)			
		Tribal (A1)	Non-tribal (A2)	Total
Gender (B)	Boy (B1)	25	25	50
	Girl (B2)	25	25	50
		50	50	**100**

Results

Table No 1.
Descriptive Statistics of the variable Intelligence

Type of Area	**Gender**	**Mean**	**Std. Deviation**	**N**
Tribal	Boys	20.17	2.81	25
	Girls	20.23	3.34	25
	Total	20.20	3.08	50
Non-Tribal	Boys	19.63	3.55	25
	Girls	21.33	2.78	25
	Total	20.48	3.29	50
Total	Boys	19.90	3.21	50
	Girls	20.78	3.11	50
	Total	20.34	3.19	100

Above table shows that the mean and S.D. of tribal and non-tribal area as well as boys and girls.

Table No 2
Summary of the ANOVA on Intelligence

Source	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**	**Partial Eta Squared**
Type of Area	7.840	1	7.840	.795	NS	---
Gender	77.440	1	77.440	7.857	0.01	.019
Type of Area X Gender	67.240	1	67.240	6.822	0.01	.017
Error	3903.240	396	9.857			
Total	169542.000	400				
Corrected Total	4055.760	399				

Significant Level, 0.005= 3.86 0.001= 6.70

Eta Squared effect size, .01= small .06= moderate .14= large effect (Cohen,1988)

Above table no 1 indicates that the F ratio for the main effect of type of area on intelligence is not significant, $F_{(1,396)} = .795$; p=NS). As per table no.1, the mean score of intelligence is 20.20 (3.08) for tribal

area and 20.48 (3.29) for non-tribal area, thus, the score of tribal and non-tribal area on intelligence is equivalent.

Therefore, result not support hypothesis no. 1 "There is a significant difference of tribal and non-tribal area on intelligence among college students".

The second main effect for the gender is significant, $F_{(1,396)} = 7.85$; $p<.01$). As per table no. 1 the mean score of intelligence is 19.90 (3.21) for boys and 20.78 (3.11) for girls, thus, boys scoring of intelligence is lower than girls. It indicates that girls are more intellectual than boys. Therefore, result not supports hypothesis no.2 and it is rejected. 'There is no significant gender difference on intelligence among college students.

Table No 3.
Descriptive Statistics of the variable Creativity

Type of Area	Gender	Mean	Std. Deviation	N
Tribal	Boys	153.51	14.70	25
	Girls	151.59	18.52	25
	Total	152.55	16.71	50
Non-Tribal	Boys	165.61	20.29	25
	Girls	165.89	21.02	25
	Total	165.75	20.61	50
Total	Boys	159.56	18.68	50
	Girls	158.74	21.02	50
	Total	159.15	19.87	100

Above table shows that the mean and S.D. of tribal and non-tribal area as well as boys and girls.

Table 4
Summary of the ANOVA regarding Creativity

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Type of Area	17424.000	1	17424.000	49.336	.01	.11
Gender	67.240	1	67.240	.190	NS	---
Type of Area X Gender	121.000	1	121.000	.343	NS	---
Error	139856.760	396	353.174			
Total	10288958.000	400				
Corrected Total	157469.000	399				

Significant Level, 0.005= 3.86 0.001= 6.70

Eta Squared effect size, .01= small .06= moderate .14= large effect (Cohen, 1988)

Above table no.4 indicates that the F ratio for the main effect of type of area on creativity is significant, $F_{(1,396)} = 49.34$; $p<.01$). As per the table no.3, the mean score of creativity is 152.55 (16.71) for tribal area and 165.75 (20.61) for non-tribal area. Thus, the score of Non-tribal area about creativity is higher than tribal area. Since, the manual of Passi creativity test high score indicate higher the creativity. Therefore, result not supports hypothesis no.3 'There is no significant difference of tribal and non-tribal area on creativity among college students'. The effect size (partial eta square) for the main effect of type of area on creativity is .11, indicates large effect and meaning that the type of area explains 11 percent variance for creativity.

The second main effect for the gender is not significant, $F_{(1,396)} = .19$; NS). As per the table no. 3, the mean score of creativity is 159.56 (18.68) for boys and 158.74 (21.02) for girls, thus, boys scoring of creativity

is equal to girls. Therefore, result support hypothesis no. 4 'There is no significant gender difference on creativity among college students'.

CONCLUSIONS:

1) There is no significant difference of tribal and non-tribal area on intelligence among college students.
2) There is a significant gender difference on intelligence. Girls are more intellectual than boys.
3) There is a significant area difference in creativity; students of non-tribal area are more creativity as compared to tribal area.
4) There is a no significant gender difference on creativity. Creativity of girls and boys are equal.

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