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REVIEW ARTICLE

EXPLORATION OF THE CREATIVE POTENTIAL OF SCHEDULED CASTE STUDENTS WITH REF TO FIVE SUB-TESTS OF LANGUAGE CREATIVITY

Exploration of the Creative Potential of Scheduled Caste Students with Ref to Five Sub-Tests of Language Creativity

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Fluency is the ability of person to produce number of relevant and unrepeatable ideas. Relevance is judged on the basis of the appropriateness of the response when considered in relation to the test problem and an unrepeatable idea is one which has been expressed only once under given problem.

There are certain myths in the social setup that demographic variables affect the level of fluency dimension of creativity. To ascertain this myth whether the demographic variables have any impact on the fluency dimension of creativity of the scheduled caste students, the significance level has been calculated by applying t-test and F-test the results have been presented in the Table 4.1.1

INTERPRETATION

The table 4.1.1 brings out that the obtained t- value (0.29) does not signify the difference among **Male and Female** scheduled caste students on fluency dimension of creativity at 0.05 levels of significance. Therefore the null/hypothesis i.e. "There is no significant difference among male and female scheduled caste students on Fluency Dimension of language creativity" stands accepted and hence concluded that there is no significant difference on fluency dimension of language creativity of male and female scheduled caste students.

With regard to the **Residential area Categories** of the respondents they obtained t-value (0.29) is also not significant at 0.05 levels. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students of Rural and Urban areas on fluency dimension of language creativity" is accepted and hence it can be concluded that there is no significant difference on fluency dimension of language creativity of scheduled caste students on the basis of residential area.

With regard to the **Marital Status Categories** of the respondents the obtained t-value (1.05) is no significant at 0.05 levels of significance. Therefore the null hypothesis, "There exists no significant difference among married and unmarried scheduled caste

students on fluency dimension of language creativity" is accepted and concluded that there is no significant difference on fluency dimension of language creativity of scheduled caste students on the basis of marital status.

Further with regard to the **Type of Family** categories of the respondents the obtained t-value (0.87) is also not significant at 0.05 levels. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students (belongs to Nuclear and Joint family) on fluency dimension of language creativity" is accepted and thus can be concluded that there is no significant difference in the fluency dimension of creativity of scheduled caste students on the basis of type of family.

Further with regard to the **Caste Category** of the respondents the obtained t-value (0.47) is no significant at 0.05 levels. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students belongs to S C 1 and S C 2 Castes on fluency Dimension of Creativity" is accepted hence it can be concluded that there is no significant difference among scheduled caste students of S C 1 and S C 2 Castes on fluency Dimension of Creativity.

Mother Occupation of the respondents the obtained t-value (0.29) is no significant at 0.05 level. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students whose mothers are House Wife and in service on fluency Dimension of Creativity" is accepted hence it can be concluded that there is no significant difference among scheduled caste students whose mothers are House Wife and in service on fluency Dimension of Creativity.

In relation to **Father Occupation** of the respondents the obtained f-value (3.16) is significant at 0.05 levels. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students on father occupation on fluency Dimension of Creativity" is rejected and it can be concluded that there is a significant difference among scheduled

caste students on father occupation on fluency Dimension of Creativity.

Further with regard to **Father Education** of the respondents the obtained f-value (2.51) is significant at 0.05level. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students on Father Education on fluency Dimension of Creativity" is rejected hence it can be concluded that there is a significant difference among scheduled caste students on Father Education on fluency Dimension of Creativity.

With regard to **Mother Education** of the respondents the obtained f-value (0.06) is no significant at 0.05 levels. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students on Mother Education on fluency Dimension of Creativity" is accepted and it is concluded that there is no significant difference among scheduled caste students whether their mothers are educated or not, on fluency Dimension of Creativity.

With regard to **Family Income** of the respondents the obtained f-value (0.06) is no significant at 0.05 levels. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students on Family income on fluency Dimension of Creativity" is accepted hence it can be concluded that there is no significant difference among scheduled caste students on Family income, on fluency Dimension of Creativity.

With regard to **Academic Stream** of the respondents the obtained f-value (3.64) is significant at 0.05level. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students on Family income on fluency Dimension of Creativity" is rejected hence it can be concluded that there is significant difference among scheduled caste students on Academic stream, on fluency Dimension of Creativity.

IN SIMULATION THE RESULTS ARE

- There is no significant difference in the fluency dimension language creativity of male and female, residential area (Rural and Urban, marital status (married and unmarried, type of families (Nuclear and Joint), caste category (S C 1 and S C 2), mother occupation (House Wife and In-service), Fathers' Education mothers' education and Families' income.
- There is significant difference among scheduled caste students on father occupation on fluency Dimension of Creativity. On the basis of mean Scheduled castes I found that those students are best performer whose fathers are in private job, and then whose fathers are in government services, business and laborer.

- There is no significant difference among scheduled caste students on Fathers' Education on fluency Dimension of Creativity.
- There is no significant difference among scheduled caste students whether their mothers' educated or not, on fluency Dimension of Creativity.
- There is no significant difference among scheduled caste students on Families' income, on fluency Dimension of Creativity.
- There is significant difference among scheduled caste students on Academic stream, on fluency Dimension of Creativity. Arts students showed best potential to use. Hence here it is found that creative potential of an individual influenced by fathers' occupation and academic stream only. There is no impact is found of others socio-demographic beside fathers' occupation on creative potential of scheduled caste students.

4.1.2 Demographic Impact on Flexibility Dimension of Creativity: Significance level

Flexibility is the ability of an individual to produce ideas, which differ in approach or though trend. It is a general belief that demographic variables affect flexibility dimension of the creativity. To a certain this belief whether the demographic variables have any impact on flexibility, the significance level has been calculated by applying t-test and F-test the results have been presented in the **table 4.1.2**

The table 4.1.5 brings out that the obtained t-value (1.56) does not signify the difference among the **Male and Female** scheduled caste students in creative potential at 0.05 levels of significance. Thus the null hypothesis "There exists no significant difference among male and female scheduled caste students on creative potential" is accepted and hence concluded that there is no significant difference in the creative potential of scheduled caste students on the basis o gender.

With regard to the **Residential Area Categories** of the respondents the obtained t-value (0.13) is not significant at 0.05 levels of significance. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students of rural and urban areas on creative potential" is accepted and hence it is concluded that there is no significant difference in creative potential of scheduled caste students on the basis of residential area.

With regard to the **Marital Status Categories** of the respondents the obtained t-value (1.82) is not significant at 0 .05 level of significance. Therefore, the null hypothesis, "There exists no significant difference among married and unmarried scheduled

caste students on creative potential" is accepted and thus it can be concluded that there is no significant difference in creative potential of scheduled caste students on the basis of marital status.

Further with regard to the **Type of Family** categories of the respondents the obtained t-value (1.05) is no significant at 0.05 levels. Therefore, the null hypothesis, "There exists no significant difference among scheduled caste students belongs to Nuclear and Joint family on creative potential" is accepted and thus it can be concluded that there is a significant difference in creative potential of scheduled caste students on the basis of type of family.

With regard to the **Caste Categories** of the respondents the obtained t-value (0.55) is also no significant at 0.05 levels. Therefore, the null hypothesis, "There exists no significant difference among scheduled caste students belongs to caste categories on originality Dimension of Creativity" is accepted and it can be concluded that there is no significant difference on creative potential of scheduled caste students on the basis of type of family.

With regard to the **Mother Occupation Categories** of the respondents the obtained t-value (1.33) is also no significant at 0.05 levels. Therefore, the null hypothesis, "There exists no significant difference among scheduled caste students belongs to mother occupation on creative potential" is accepted and it can be concluded that there is no significant difference on creative potential of scheduled caste students on the basis of mother occupation.

In relation to **Father Occupation** of the respondents the obtained f-value (3.94) is significant at 0.05 levels. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students on father occupation on creative potential" is rejected hence it can be concluded that there is a significant difference among scheduled caste students on father occupation on creative potential.

Further with regard to **Father Education** of the respondents the obtained f-value (168.02) is also significant at 0.05level. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students on Father Education on creative potential" is rejected hence it can be concluded that there is a significant difference among scheduled caste students on Father Education on creative potential.

With regard to **Mother Education** of the respondents the obtained f-value (0.67) is no significant at 0.05 levels. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students on Mother Education on creative potential" is accepted hence concluded that there is no significant difference

among scheduled caste students whether their mothers are educated or not, on creative potential.

With regard to **Family Income** of the respondents the obtained f-value (3.97) is significant at 0.05 levels. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students on Family income on creative potential" is rejected hence it can be concluded hence concluded that there is significant difference among scheduled caste students on Family income, on creative potential.

With regard to **Academic Stream** of the respondents the obtained f-value (2.72) is no significant at 0.05level. Therefore the null hypothesis, "There exists no significant difference among scheduled caste students on Family income on creative potential" is accepted hence it can be concluded that there is no significant difference among scheduled caste students on Academic stream, on creative potential.

IT IS CONCLUDED THAT

- There is no significant difference on the basis of total language creativity of male and female, residential area (Rural and Urban), marital status (married and unmarried), type of families (Nuclear and Joint), caste category (SC1 and SC2 and mother occupation (H.W and In-service).
- There is a significant difference among scheduled caste students on father occupation on creative potential. On the basis of mean scores I found that those students are best performer whose fathers are in private job, and then whose fathers is businessman, are second best performers, and whose fathers are laborers, lowest performers. Hence creative potential of an individual impacted by father occupation.
- There is a significant difference among scheduled caste students on Father Education on creative potential. Mean scores of results shows that those students are best performer whose fathers are post graduate, then whose fathers are graduate, second best performers and whose fathers are illiterate are lowest performer. Hence creative potential of an individual influenced by father education.
- There is no significant difference among scheduled caste students whether their mothers are educated or not, on creative potential
- There is significant difference among scheduled caste students on Family income,

on creative potential. Those students have highest creative potential whose families' per month income is above 20000 than whose families' income is up to 10000, and 10000-20000.

- There is no significant difference among scheduled caste students on Academic stream, on creative potential. Science students are more creative than arts and commerce students.

In summation it can be viewed that in the present day social set-up which is fully influenced by various types of changes (social, cultural, environmental, technical, political etc.) that level of originality of individual in general and that of scheduled caste students in particular seems to be affected by the above discussed various demographic variables.