RELATIONSHIP BETWEEN GENDER AND CREATIVE THINKING (VERBAL AND FIGURAL) AMONG HIGH SCHOOL STUDENTS

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Abstract: This study involved that the relationship between Gender and Creative Thinking (Verbal and Figural) among high school students. According to Rock, Evans and Klein (1969) [1] Creativity as a process, Creativity as a product and Creativity as an attribute of one's personality. The data were collected from 1032 high school students using Creative Thinking. Level of Gender is average and Creative Thinking is also average. The t score 3.07 indicated that there is significant difference between the Gender and Creative Thinking in among high school students. Compare the verbal thinking is lower than the figural thinking. The r value 0.027 indicated that there is average positive relationship between the Gender and Creative Thinking among high school students.

Index terms*:* Gender, Creative Thinking, Verbal Thinking, Figural Thinking and High school Students

I.INTRODUCTION

Gender is the basic identity of human also the creativity makes the special identity to the person . Especially age groups have many different divergent thinking and thoughts. This study investigates the level of creative thinking abilities among 9th students. Creative thinking makes a great personality of the students. Creative thinking has the high level of importance in student life. Creative personality of the students makes their own learning environment, raising questions in appropriate situations, improving the knowledge and use easy learning technology and builds many solutions with problematic situations. Creative thinking is [4] a thought that is characterized by its ability to discard unnecessary assumptions and calving original ideas.

II.CREATIVE THINKING

According to Paplia and Olds (1974) [1] Creativity is the ability to see things in new and unusual light, to see problems that no one else may even realize exist and then to come up with new, unusual and effective solutions. The ability to think to novel and unusual ways and to come up with unique solutions to problems. Terman, (1920) found that persons [2] with high IQ were not necessarily creative. At the same time, creative ideas could come from persons who did not have a very high IQ. Similarly, the Gender also may differ in Creative Thinking. Because IQ. Creativity as the [1] unique characteristic of human mind may be defined as the capacity of the individual to create or produce an entirely new of novel idea or object or by the rearrangement or reshaping of what is already known . In the areas [3] of interests and liking, there seems some observable difference among boys and girls. Like physical growth and development, girls demonstrate more intelligent behavior in the early adolescent boys.

III.RATIONALE OF SELECTION THIS STUDY

9th students meet the public exams in future such as 10th, 11th and 12th consequentially. So the teachers and students should know the importance of creative thinking in teaching and learning process. Before attending public exam, the 9th students meet more competitive exams the students must develop their creative skill. Creative thinking gives the leadership quality and more importance compare to other students with complex situations. Teachers like these creative personality students and motivate them. Some expectations and respects come close towards the creative students.

IV.OBJECTIVES OF THE STUDY

1. To find out the level of Gender among high school students.
2. To find out the significant differnent between male and female among high school students.
3. To find out the level of Creative Thinking among high school students.
4. To find out the significant different between verbal and figural thinking among high school students.
5. To find out the significant different between Gender and Creative Thinking among high school students
6. To find out the relationship between Gender and Creative Thinking among high school students.

V.HYPOTHESES OF THE STUDY

1. The level of Gender among high school students is high.
2. There is no significant difference between male and female among high school students.
3. The level of Creative Thinking among high school students is low.
4. There is no significant difference between verbal and figural thinking among high school students.
5. There is no significant difference between Gender and Creative Thinking among high school students.
6. There is high positive relationship between Gender and Creative Thinking among high school students.

VI.SAMPLE

The data collected from 534 male students and 498 female students in 9th standard using Stratified Random sampling technique from Salem district of Tamil Nadu.

VII.METHODOLOGY:

Data collected from students using Normative Survey method from1032 students in 9th standard in from Salem district of Tamil Nadu.

VIII.TOOL FOR THIS STUDY

Creative Thinking Questionnaire tool constructed to find the relationships between Gender and Creative Thinking among high school student.

IX.STATISTICAL TECHNIQUES USED FOR THIS STUDY

In this study for data analysis process used Descriptive Analysis and Inferential Analysis techniques. Percentage Analysis, Mean, Standard Deviation and t-test in Descriptive Analysis. Correlation in Inferential Analysis.

X.TESTING OF HYPOTHESIS

Hypothesis

The level of Gender among high school students is high.

Table 1: Mean and Standard Deviation Scores on Gender among high school students

Main Variable	Sample (N)	Mean (M)	SD	Percentage of Mean	Significance at 0.05 level
Gender	1032	51.93	15.20	50.91%	Significant

From the table 1 it is noted that the overall mean score is 51.93 and the percentage of mean value is 50.91. So it can be concluded that the level of Gender among high school students is average. Hence the hypothesis is not accepted.

Hypothesis: 2

There is no significant difference between male and female among high school students

Table 2: Mean and Standard Deviation Scores of male and female among high school students

Main Variable	Sub Variable	Sample (N)	Mean (M)	SD	Calculated t value	Significance at 0.05 level
Gender	Male	534	50.54	15.56	3.07	Significant
	Female	498	53.43	16.68		

From the table 2 it is noted that the mean score is 3.07. So it can be concluded that there is significant difference between male and female among high school students. Mean value of female is greater than the mean value of male among high school students. Hence the hypothesis is not accepted.

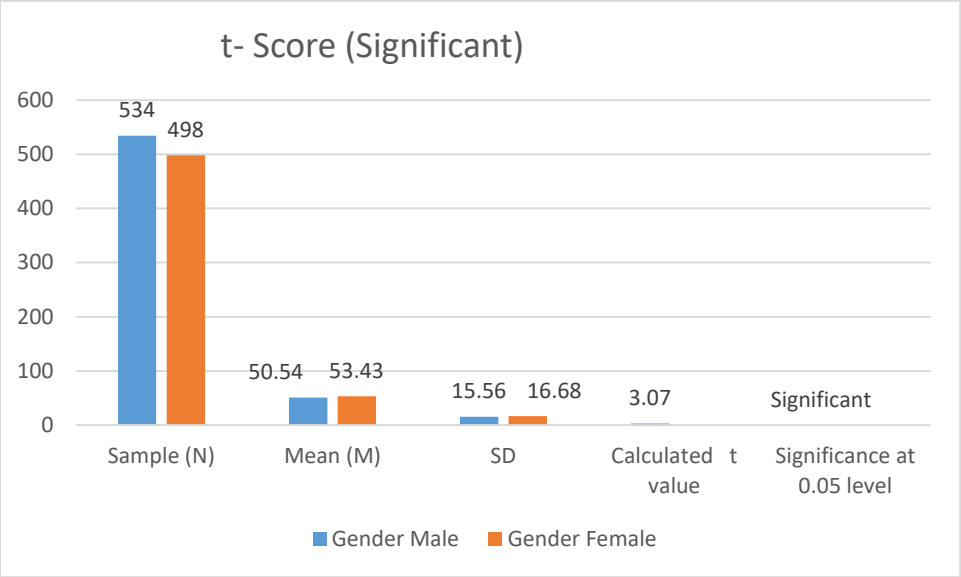

Figure 1: t-test score of Male and Female

From the above figure 1, it shows clearly that the mean scores and standard deviation scores of male and female. It is indicated that there is significant difference between the male and female among high school students.

Hypothesis: 3

The level of Creative Thinking among high school students is high.

Table 3: Mean and Standard Deviation Scores on Creative Thinking among high school students

Main Variable	Sample (N)	Mean (M)	SD	Percentage of Mean	Significance at 0.05 level
Creative Thinking	1032	51.78	15.29	64.72%	Significant

From the table 3 it is noted that the overall mean score is51.78 and the percentage of mean value is 64.72. So it can be concluded that the level of Creative Thinking among high school students is average. Hence the hypothesis is not accepted.

Hypothesis: 4

There is no significant difference between Verbal Thinking and Figural Thinking among high school students.

Table 4: t-test score of Gender and Creative Thinking among high school students.

Demographic Variable	Mean (M)	SD	Percentage of Mean	Calculated 't' value	Significance at 0.05 level
Verbal Thinking	9.51	4.66	23.77%	83.83	Significant
Figural Thinking	42.44	11.72	66.31%		

From the table 4 it is noted that the calculated 't' value 83.83 which is higher than the tabulated value 1.97 at 0.05 level of significance. The mean value of Figural Thinking is higher than the mean value of Verbal Thinking. Hence it is indicated that there is significant difference between the Verbal Thinking and Figural Thinking among high school students. The null hypothesis is not accepted.

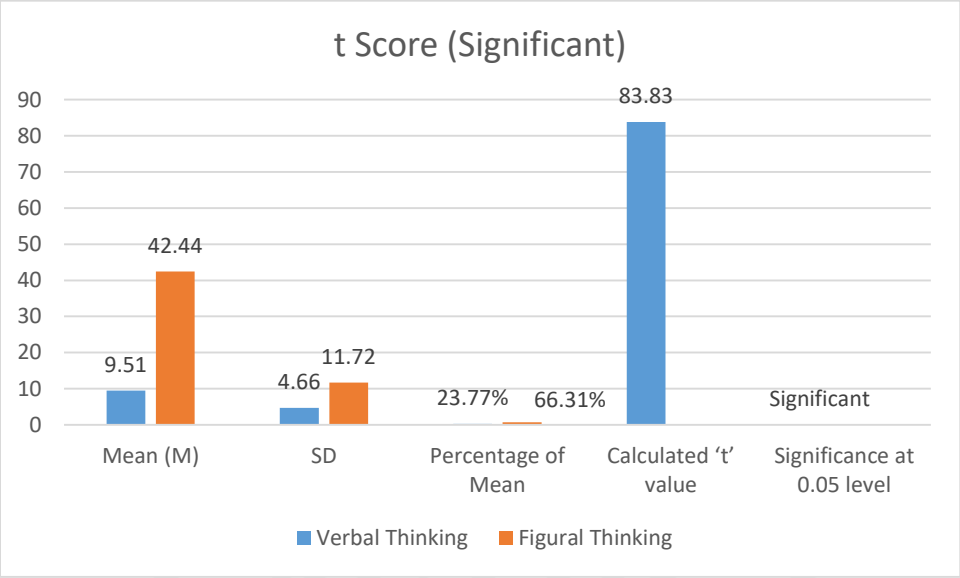

Figure 2: t-test score of Verbal Thinking and Figural Thinking

From the above figure 2, it shows clearly that the mean scores and standard deviation scores of Verbal Thinking and Figural Thinking. It is indicated that there is significant difference between the Verbal Thinking and Figural Thinking among high school students.

Hypothesis: 5

There is high positive relationship between Gender and Creative Thinking among high school students

Table 5: Relationship between the Gender and Creative Thinking among high school students

Demographic Variable	Mean (M)	SD	Percentage of Mean	Calculated 't' value	Significance at 0.05 level
Gender	51.93	15.20	50.91%	0.039	Significant
Creative Thinking	51.78	15.29	64.72%		

From the table 5 it is noted that the calculated 't' value 0.039. Hence it is indicated that there is significant difference between the Gender and Creative Thinking among high school students. The null hypothesis is not accepted.

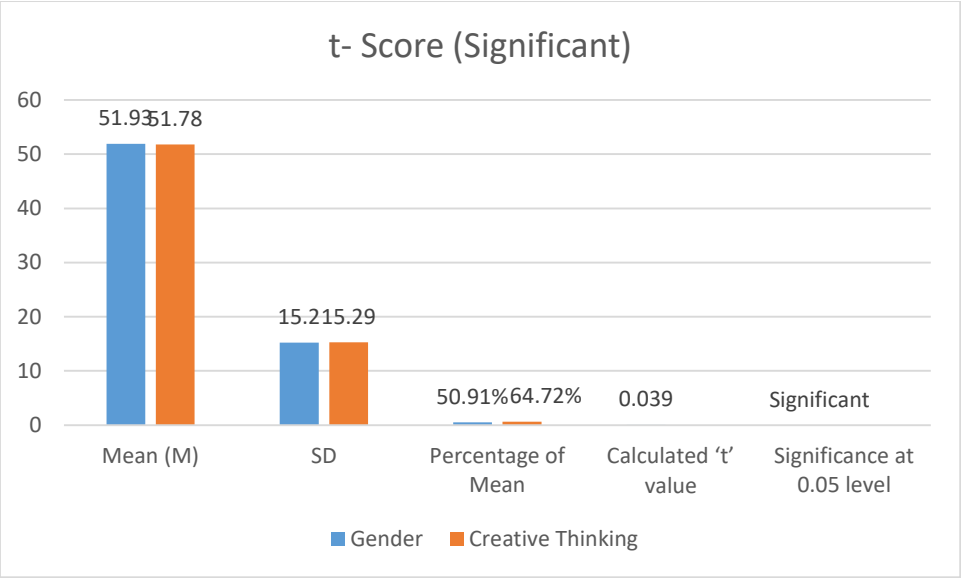

Figure 3: Difference between Gender and Creative Thinking

From the above figure 3, it shows clearly that the r value of the Gender and Creative Thinking. It is indicated that there is significant difference between the Gender and Creative Thinking among high school students.

Hypothesis: 6

There is high positive relationship between Gender and Creative Thinking among high school students

Table 5: Relationship between the Gender and Creative Thinking among high school students

Demographic Variable	Mean (M)	SD	Percentage of Mean	Calculated 'r' value	Significance at 0.05 level
Gender	51.93	15.20	50.91%	0.027	Significant
Creative Thinking	51.78	15.29	64.72%		

From the table 5 it is noted that the calculated 'r' value 0.027. Hence it is indicated that there is average positive relationship between the Gender and Creative Thinking among high school students. The null hypothesis is not accepted.

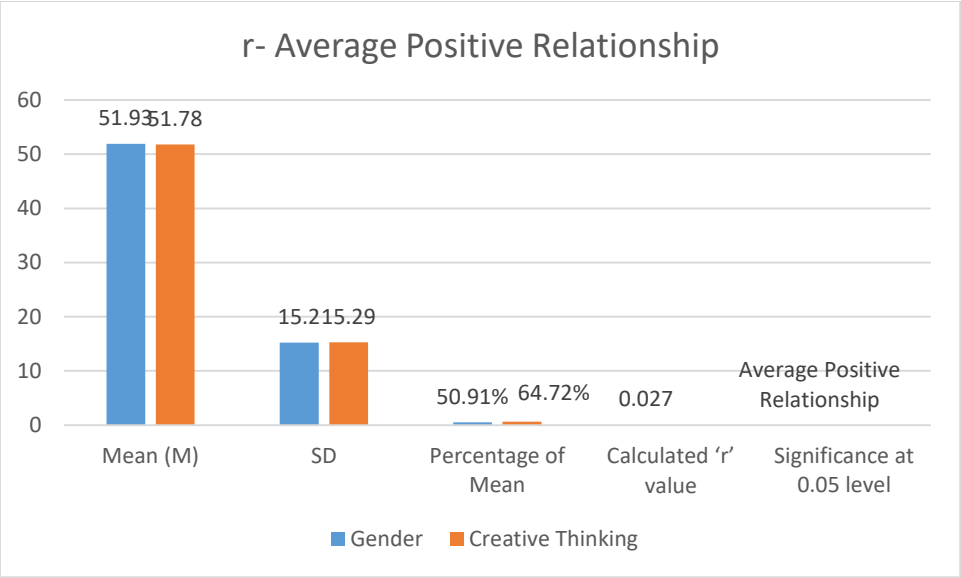

Figure 3: Relationships between Gender and Creative Thinking

From the above figure 3, it shows clearly that the r value of the Gender and Creative Thinking. It is indicated that there is average positive relationship between the Gender and Creative Thinking among high school students.

CONCLUSION

In this paper clearly defined the relationship between Gender and Creative Thinking among high school students. Findings indicated that the overall level of Gender is average. Level of Creative Thinking is also average. The Female Creative Thinking skill is greater than the Male. The Comparative findings indicated that the Verbal Thinking is lower than the Figural Thinking. There is significant difference between Gender and Creative Thinking among high school students. Finally, the relationship between Gender and Creative Thinking having average positive relationship.

SUGGESTIONS

1. Student allow to think and doing creative activity.
2. Teacher should motivate about Creative Thinking without any Gender differences.
3. To develop the creativity through the basic curriculum and syllabus by the government.
4. To provide the opportunities for creative exhibition in school level, district level, state level, national level and international level projects.

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