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Full Length Research Paper

A study on the vocational and academic stream subjects on the verbal dimension's of creativity - in Kashmir

Gash NA and Neelofar Khan

Director: Directorate of Distance Education, University of Kashmir.
Research Scholar: Department of Education, University of Kashmir.

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The study was conducted with the objective to work on the captioned title, "A study on the vocational and academic stream subjects on the verbal dimension's of creativity-In Kashmir". The objectives in general are to compare vocational and academic stream students on the various dimensions of verbal creativity i.e., Fluency, Flexibility and originality. The N-120 subjects were drawn randomly and Baqer Mehdi's verbal tool of creativity was administered. These groups were compared on its various dimensions by using recognized statistical treatment viz, Mean, S.D and t-value tantamountly, to draw out the results of the said study.
The results of the said study revealed that the vocational and academic stream students show no significant difference on the fluency dimension of verbal creativity. But on flexibility and originality dimensions of verbal creativity shows significant difference providentially.

Keywords: Vocational stream, Academic stream, Verbal Creativity, Fluency, Flexibility, Originality, Subject (Students).

INTRODUCTION

Our society believes in equality of opportunity for all its citizens. That means equipping young people for a world in which their education makes a critical difference to their future lives, and for an economy undergoing constant and largely unpredictable change. We need to make sure that vocational education for 14-19 year olds really does serve the purpose of creating and maintaining opportunities for all young people. The objective is to introduce career and market oriented, skill enhancing add-on courses that have utility for job, self employment and empowerment of the students. The students will be equipped with a Certificate/Diploma/Advanced diploma in an add-on orientation course along with a conventional degree in Science /Arts / Commerce. The role of education is to facilitate social and economic progress, which had long before recognized. Education improves functional and analytical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to labour markets and livelihoods. A better educated labour force is essential if we are to meet the labour supply requirements of faster growth. Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life. Technical education at all levels in the country is witnessing a consistent growth pattern marked by the setting up of new Institutions and

*Corresponding author Email: showkat80ahmad@gmail.com

the improvement of the existing ones in tune with the quality assurance norms set by the accreditation agencies. The Council believes in providing a proper impetus to Institutions in generating competent engineers, pharmacists, managers, architects and scientists and encourages them to think beyond the curriculum while imparting training for the advancement of knowledge.

In a country like ours which is developing one and which is on its path of all round development and Expansion, it is necessary that the present trends demand much of materialistic progress. Ever since man has created all progress, in travel, communication or production all this is essentially due to creative activity of the people.

Teacher occupies a vital position in Education system in their hands lies the task of shaping the students. To be effective, the Teacher should to be creative and democratic. Creativity is the key to Education, the solution of mankind problems. It is an important factor in, leadership in any field of business, Engineering Technology, Politics, Education and Agriculture. Creative acts affect not only scientific progress but society in general.

Considering the Educational scenario of a country and especially of our own state, it is obvious that what is essentially needed are the creative abilities of both the teacher and the taught to overcome the thrusts of the present scientific and industrial age and to find out a safe passage for development in various fields towards the prosperity. It is evident that among various personality factors of the adolescents. The creativity factor has its prominent role to play, especially in the educational setup. The fluency, flexibility and the originality components have to play a vital role for the adolescents to be venturesome, creative and conducive, whether in the institution or in the classroom's for the learner to learn better and thus to have better personality development.

Theories and ideas about creativity stem from far back in history, unsurprising as Ryhammer and Brolin (1999) point out, given that the development of new ideas and original products is a particularly human characteristic. The notion of 'inspiration' or 'getting an idea' is found in the Greek, Christian and Muslim traditions and is founded on the belief that a higher power produces it. During the Romantic era in Europe, the source of inspiration and its artistic expression was seen as being the human being. During this era, originality, insight, the creative genius and the subjectivity of feeling were highly valued. From the end of the nineteenth century, people began to investigate the question of what fostered creativity. The first systematic study of creativity was undertaken by Galton (1869). His focus was 'genius' and there followed a hundred or so studies on this theme, defined as achievement acknowledged in the wider public arena. This line of investigation remained prevalent into the 1920s, when the focus in psychology shifted to the investigation of intelligence. Although Binet's work included some investigation of the creative side of intelligence, the major study of creativity in psychology occurred in the 1950s.

More recent directions in creativity research, as indicated, a particularly rich and influential period of research in creativity occurred during the 1950s. Here the focus was on the psychological determinants of individual genius and giftedness. Empirical work formed the methodological basis for much of the investigative work, usually involving large-scale, positivistic studies. Many would argue that this era of research was launched by Guilford's (1950) examination of the limitations of intelligence tests and his investigation of 'divergent thinking'. There followed a large amount of research which attempted to test and measure creativity, to pin down its characteristics and to foster it through specific teaching approaches.

Creativity is the answer to varied problems of man in today's society. Innovations and discoveries of novel ideas and things ultimately lead to the civilization of life. The value and worth of human intellect is unlimited. Creativity is the greatest treasure of mankind. It is the cognitive creative talent that is pivotal in shaping our future. Creativity is a unique gift of nature, a highly valued human quality which has been known for a long time to have its influence on scientific, technological and artistic sphere of human activity. The rapidly changing demands and challenges existing in the world today have almost necessarily been accompanied with the creative thought. Sing (1979); G. S. Sharma (1988); Buno (1989); Jain Smeeta (1992) and Mandal (1992), reported the Indian Educational system is failing to envelop children's talent and intelligence and proved failure to them for a rational and creative living that makes education to explicit the creative talent at all levels for the futuristic success and prosperity.

OBJECTIVES

1. To compare vocational and academic stream subjects on the fluency dimension of verbal creativity.
2. To compare vocational and academic stream subjects on the flexibility dimension of verbal creativity.
3. To compare vocational and academic stream subjects on the originality dimension of verbal creativity.

Hypotheses

a. There will be no significant difference between vocational and academic stream subjects on the fluency dimension of creativity.
b. There will be no significant difference between vocational and academic stream subjects on the flexibility dimension of creativity.

Table A

Groups	**Mean**	**S.D**	**SEM**	**N**	**t-value**	**Level of significance**
Vocational stream subjects (Fluency)	3.007	1.101	0.141	60	0.547	NS*
Academic stream subjects (Fluency)	2.903	0.991	0.126	60		

Table B

Groups	Mean	S.D	SEM	N	t-value	Level of significance
Vocational stream subjects (Flexibility)	2.813	0.813	0.104	60	10.641	NS**
Academic stream subjects (Flexibility)	1.004	1.113	0.141	60		

Table C

Groups	Mean	S.D	SEM	N	t-value	Level of significance
Vocational stream subjects (Originality)	5.010	1.337	0.170	60	7.739	NS**
Academic stream subjects (Originality)	2.007	2.710	0.349	60		

c. There will be no significant difference between vocational and academic stream subject on the originality dimension of creativity.

Sample

For this study, the sample was drawn from the various Govt. Higher Secondaries and Govt. ITI's of district Srinagar and Ganderbal. Population for the said study was the vocational stream subjects (Govt. ITI-students) and the academic stream subjects (Govt. Higher Secondary- students) of district Srinagar and Ganderbal accordingly. The technique of random sampling was employed to draw N=120 subjects, in which vocational and academic subjects were 60 each taken for this study.

Tools Used

1. Baqer Mehdi's verbal tool of creativity (1973) was used for the measurement of verbal creativity.

Statistical Treatment

Mean, S.D and t-test were used for the analysis of the data, t-test results depicts the difference between vocational and academic stream subjects on the various dimensions of verbal creativity.

Statistical Analysis

Table -A shows the significance of mean difference between vocational and academic stream subjects on the Fluency dimension of verbal creativity.

Table B shows the significance of mean difference between vocational and academic stream subjects on the flexibility dimension of verbal creativity.

Table – C shows the significance of mean difference between vocational and academic stream subjects on the originality dimension of verbal creativity.

Discussion and interpretation of the results

Table – A: The t-value of the given table (t-0.547) shows that the table value is not significant at any of the levels, which infer that vocational and academic stream subjects do not differ significantly on the fluency dimension of verbal creativity.

Table – B: The t-value of the given table (t-10.641) shows that the table value is significant at 0.01 level of significance, which infer that vocational and academic stream subjects differ significantly on the flexibility dimension of verbal creativity.

Table – C: The t-value of the given table (t-7.739) shows that the table value is significant at 0.01level of significance, which infer that vocational and academic stream subjects differ significantly on the originality dimension of verbal creativity.

CONCLUSION

The results of the present study are as under:-

1. No significant difference was found between vocational and academic stream subjects on the fluency dimension of verbal creativity.
2. Significant difference was found between vocational and academic stream subjects on the flexibility dimension of verbal creativity.
3. Significant difference was found between vocational and academic stream subjects on the originality dimension of verbal creativity.

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