

A CRITICAL STUDY OF VALUES, SELF-CONCEPT AND CREATIVITY AMONG UNDER GRADUATE STUDENTS FROM RURAL COLLEGES

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ABSTRACT

The main objective of the study is to find out the values, self-concept and creativity among Under Graduate Students from Rural Colleges. This study will focus on comparison between the female students and male students about the values, self-concepts as per its dimensions and creativity.

This research was done on the basis of Descriptive method. The investigator preferred normative survey for study.

The tools used for study were questionnaire PVQ by Dr. Mrs. G.P. Sherry and Late prof. R.P. Verma, SCQ by R. K. Sarswat. TCW by, Dr. Baquer Mehndi.

Female students are higher than male students about Religious values. There is significant difference between male and female students about Hedonistic value, Power value and Family Prestige Value. There is no significant difference between male and female students about Aesthetic Value, Social Value, Democratic Value, Knowledge Value, Economic Value and Health Value. Female M.Ed. students are higher in self-concept in comparison to male students. Male students are stronger than female students about physical self-concept. It is also found that Social self-concept among females is poor than male students. When compared for the temperamental self-concept, Educational self-concept and Moral self-concept study shows that there is no significance difference in male and female students. While in case of intelligence self-concept female students are found to be more active and stronger. Female students are more creative than male students.

INTRODUCTION

Education is important from various points of views. Its field of activity is so wide that all activities and experiences are embraced in its sphere of work. Essentially it is a process of development, a development at the latent inherent capacities of a child to the fullest extent. It sublimates the animal basic instincts in a child to socially useful activities, habits of thinking and behaving. It inculcates in a child higher moral and social ideals together with spiritual values, so that he is able to form a strong character useful to his own self and the society of which he is an integral part. It cultures the student promoting social and refined patterns of behaviour. Last but not the least education infuses in the student a spirit of dynamic citizenship, international understanding and well-being of humanity.

“To rebuild and maintain the nation's research universities, academies and industry must work together.”

Being at the apex of the educational pyramid, higher education has a key role in the education system. The NPE visualizes higher education proves to be more dynamic and of high qualities because higher education provides people an opportunity to reflect on the critical social, economic, cultural and spiritual issues facing humanity. It seeks to achieve excellence and self-development in all fields. Higher education is the back bone of the modern society. It has the power to transform human beings into human resources. Along with primary and secondary Education higher education is also on instrument to build future generation. In India majority of higher education institutions are urban centric. But majority of India still lives in village and so the topic of rural education in India is of utmost importance.

University Education Commission (1948-49) opines regarding rural universities- “Course of wisdom in creating the type of education opportunity which are appropriate to

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Indian rural life and to give a quality and range to that life which is now a reality". Since India lives in her villages all efforts should be made for the development of rural areas, through better system of education facilities for the rural people. New universities should be established in rural areas in order to meet the requirements of the rural people. The aim of these rural colleges and universities should be to provide general education to the boys and girls of the rural areas and to bring about the development of their individual interest, aptitude and innate potentialities.

Rural Development in Indian is one of the most important factors for the development of India. Ultimately its responsibility comes on education. Education for rural should be of quality. It aims at making rural students civilized human beings conscious of moral and social responsibilities which lead to all round development of students. And this already development of students are depends on many factors, among these factors following three factors are most prominent, like value, self-concept and creativity.

VALUES

Values are attributes that spring from the sublimity of soul. They are sentiments of like love that involves mind, feelings, and will which are strong, deep and enduring. They are like truth, reflection of reality that is not obstructed by any kind of prejudice. They are like beauty, perfection in themselves in every sense of the term. They are like justice, the moral constituents of state that confer on everyone what is due to him/her. Values in short shape the personality of on individual. They enhance the finer side of our potential. Values are concepts that conserve life, that comfort life. That promote life and protect life. They foster peace, order, dignity, beauty, grace and delight. Values in one word are the divine side of human being. The term value in the present study means a pattern of preferences or generalized attitudes with real independent existence indicating the desirability of behaviour in terms of social aesthetical and psychological needs. According to Sherry and Verma (1980) "Value is a concept of desirable ends, goals,

ideas or mode of actions which make human behaviour selective."

SELF-CONCEPT

Self-concept generally refers to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. There is a greater deal of research which shows that the self-concept is, perhaps the basis for all motivated behaviour. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behaviour. Self-concept does not appear to be instinctive; it is a social product developed through experience; it possesses relatively boundless potential for development and actualization. Because of previous experiences and present perception individuals may perceive themselves in ways different from the ways others see them. Self-concept influences how people act. Action in turn change self-concept. As children accumulate experiences, some aspects of their old self-concept are strengthened whereas others fall away and new ones take their place.

CREATIVITY

Creativity can reflect in almost all human activities. A teacher teaching with some new approach, a cook cooking some new types of dish are all creators and their energies are manifested try different ways and styles. Creativity requires newness. It requires something unique, something's better, something's new association or addition to the old form, some new imagination. To create some things mechanically is not creativity because it has no newness or originality. Creativity always moves toward perfection. It makes our life more comfortable, richer and beautiful. It has been argued that by fostering pupil's creativity in the classroom, they will be helped to identify and establish a framework for their. The principal goal of education is to create men who are capable of doing new things, and not just repeating what other generation have done-men who are creators, inventors and discovers.

In this way, all these three factors have prominent place for developing all-round, civilized student. Self-concept refers to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person hold to be true about his or her personal existence. A positive self-concept can be developed through behave objectively in knowledge oneself, and have a positive and rational thinking. It is believed that the development of student's self-concept depends on the focus of educators in classroom practice.

OBJECTIVES OF THE STUDY

To observe the values, self-concept and creativity among under graduate students from rural colleges.

To compare the values, self-concept and creativity of male and female under graduate students from rural colleges.

HYPOTHESIS

The main hypothesis of present study is that, there is significant difference about values, self-concept and creativity among under graduate students from rural colleges as per dimensions.

METHODOLOGY

To achieve the above cited objectives of the present study NORMATIVE SURVEY METHOD has been used under the descriptive research. After reviewing the characteristics of the different methods of educational research, the investigator decided to use survey method for present study.

POPULATION

The population of the study is the rural college going students of art science and commerce faculties, studying in Wardha district of Maharashtra.

SAMPLE

The sample of the present study was limited to 60 students (30 male students and 30 female students) from the above mentioned population selected on the basis of simple random sampling procedure.

RESEARCH TOOLS

1. PERSONAL VALU QUESTIONNAIRE (PVQ) developed by Dr (Mrs.) G.P. Sherry and Late prof. R.P. Verma.
2. SELF CONCEPT QUESTIONNAIRE (SCQ) developed by Dr. Raj kumarSaraswat, which contain 48 items with six separate dimensions of self-concept viz,- physical, Social, Intellectual, Moral, Educational and Temperamental.
3. THINKING CREATIVITY BY WORDS (TCW) developed by , Dr. Baquer Mehndi which contain 4 parts viz- What will happen, if , Novel Uses of Things, Similarities, Making Things more interesting and useful.

DATA ANALYSIS AND INTERPRETATION

The collected data were analysed by using descriptive & inferential statistics mean, standard deviation 't' test to find out significant differences.

Difference between the male and female students about values

Variables	Sub-sample	Numbers	Mean	Standers daviation	t' value	Significance level
Religious Value	Male	30	10.35	3.25	2.78	S (0.05)
	Female	30	13.47	5.26		
Social Value	Male	30	12.01	4.79	1.17	N.S. (0.05)
	Female	30	11.03	4.32		
Democratic value	Male	30	11.82	4.46	0.8	N. S. (0.05)
	Female	30	11.02	3.23		
Aesthetic Value	Male	30	12.36	2.87	1.37	N. S. (0.05)
	Female	30	13.79	4.97		
Economical Value:	Male	30	12.76	6.16	1.53	N. S. (0.05)
	Female	30	11.15	5.75		
Knowledge Value:	Male	30	12.74	5.31	1.32	N.S. (0.05)
	Female	30	15.78	5.00		
Hedonistic Value:	Male	30	13.09	4.55	2.32	S (0.05)
	Female	30	10.07	5.54		
Power Value:	Male	30	12.58	6.02	2.02	S (0.05)
	Female	30	9.4	6.21		
Family Prestige Value:	Male	30	10.02	4.17	2.88	S (0.05)
	Female	30	13.54	5.26		
Health Value:	Male	30	12.16	5.23	1.35	S.N. (0.05)
	Female	30	10.48	5.28		

Interpretation

The analysis of the scores of male and female rural college going students shows that the mean scores of female students are higher than male students about Religious values. The obtained 't' value (2.78) is significant at 0.05 level. This result indicates that there is significant difference between the male and female students. Same results are also obtained with Hedonistic value, Power value and Family Prestige Value i.e. all 't' values (2.32, 2.02 and 2.88) is significant at the 0.05 level and result indicates that there is significant difference between male and female students. The mean scores about Social, Democratic, Economic, Knowledge and Health Values are higher among males than in females but 't' values (initially 1.17, 0.08, 1.53 and 1.35) are not significant at 0.05 level as well as on 0.01 level. The mean scores for Aesthetic Values among females is higher than males and 't' value 1.37 is not significant on both levels(0.05 and 0.01).

Difference between the male and female students about self-concept and its Dimensions

Variables	Sub-sample	Numbers	Mean	Standers deviation	't' value	Significance level
Physical self-concept	Male	30	32.06	3.335	2.555	S (0.05)
	Female	30	29.86	3.335		
Social self-concept	Male	30	34.66	4.378	2.858	S (0.05)
	Female	30	31.43	4.378		
Temperamental self-concept	Male	30	30.23	3.73	1.35	N. S (0.05)
	Female	30	31.53	3.728		
Educational self-concept	Male	30	30.63	4.15	1.41	N. S (0.05)
	Female	30	31.06	3.82		
Moral self-concept	Male	30	31.83	3.335	1.07	N. S (0.05)
	Female	30	32.66	2.569		
Intellectual self-concept	Male	30	25.9	4.05	7.536	S (0.05)
	Female	30	36.2	3.438		
Total self-concept	Male	30	184.5	7.72	2.726	S (0.05)
	Female	30	192.16	7.67		

Interpretation

The analysis of the scores of male and female rural college going students show that the mean scores of male students are higher than those of female students about physical self-concept. The obtained 't' value (2.555) is significant at 0.05 level. This result indicates that there is significant difference between the male and female students. Same results are also obtained with social self-concept i.e. 't' value (2.858) is significant at the 0.05 level and result indicates that there is significant difference between male and female students in social self-concept. The mean scores about temperamental, Educational and Moral self-concept are higher among female students than male students but 't' value (initially 1.35, 1.41, 1.07) are not significant at 0.05 level as well as 0.01 level. The mean scores for intellectual self-concept among females is higher than males and 't' value 7.536 is significant on both levels(0.05 and 0.01). The score for total self-concept among female students is higher than male students. 't' value (2.726) is also significance at both level (0.05 and 0.01).the data analysis shows that there is significant difference between male and female students about self-concept and its dimensions.

Difference between the male and female students about Creativity

Variables	Sub-sample	Numbers	Mean	SD	't' value	Significance level
Creativity	Male	30	27.55	10.83	2.99	3;(0.05)
	Female	30	35.97	11.09		

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Interpretation

The analysis of the scores of male and female rural college going students shows that the mean scores of female students are higher than male students about Creativity. The obtained 't' value (2.98) is significant at 0.05 level.

FINDINGS

1. Female students are higher than male students about Religious value.
2. There is significant difference between male and female students about Hedonistic value, Power value and Family Prestige Value.
3. There is no significant difference between male and female students about Aesthetic Value, Social Value, Democratic Value, Knowledge Value, Economical Value and Health Value.
4. Female M.Ed. students are higher in self-concept in comparisons with male students.
5. Male students are stronger than female students about physical self-concept.
6. It is also found that Social self-concept among females is poor than male students.
7. When compared for the Temperamental self-concept, Educational self-concept and Moral self-concept study shows that there is no significant difference in male and female students.
8. While in case of intellectual self-concept female students are found to be more active and stronger.
9. Female students are higher than male students in Creativity level.

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