

## Creative Self-Concept: A Self –Perception on Creative Abilities

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### Abstract

This study explores the effect of self-concept on creative abilities among college students in district Meerut, Uttar Pradesh. The research employs an ex-post-facto design to analyse the relationship between self-concept and creative abilities. The study is limited in scope, focusing solely on college students in the specified district and excluding higher secondary students. A sample of 400 students, chosen through a combination of quota and systematic random sampling techniques, represents the population, with sample size justified by Kerlinger for a 5% confidence level. Data was collected using two primary tools: a creativity test by N.S. Chauhan and Dr. Govind Tiwari, which assesses creative production, fluency, originality, flexibility, and problem-solving, and Mukta Rani Rastogi's self-concept scale, which evaluates ten dimensions of self-concept including self-confidence, self-acceptance, and sociability. The study aims to provide insights into how variations in self-concept might affect creative abilities, contributing to a deeper understanding of the interplay between self-perception and creatively

**Key words- Creative Self-Concept, Self –Perception and Creative Abilities**

### Introduction

Creativity is weighing the person's cognition, affective, intellectual, temporal and psychosomatic efficiencies and effectiveness to perform a stream of specific action, unique in ways and useful for others.

Creativity may be defined as 'The ability to think about a task or a problem in a new or different way, or the ability to use the imagination to generate new ideas'. Human act of creation always involves a reshaping of given material, whether physical or mental. The "something new" then is a form made by the reconstitution of, or generation from something old currently, the creativity has come from the view that creativity is cognition variable. Creative process always focuses on an innovative idea from society.

### Self-Concept Self-

Concept refers to an individual's perception and evaluation of themselves, encompassing their beliefs, attitudes, and feelings about their own identity and capabilities. It includes various dimensions such as self-esteem, self-worth, and self-identity. Self-concept can significantly influence how individuals perceive their abilities and interact with the world around them. It plays a crucial role in shaping one's confidence, goals, and overall approach to challenges. Perception of Creative Abilities Perception of creative abilities is how individuals view their own capacity for creativity. This includes their self-assessment of skills such as originality, problem-solving, and the ability to generate novel ideas. It is

influenced by personal experiences, feedback from others, and internal beliefs about one's own creative potential. A positive perception of creative abilities often leads to greater engagement in creative activities and a more proactive approach to problem-solving, while a negative perception may hinder one's willingness to explore and utilize their creative skills.

## **Meaning of creativity**

Creativity is the ability to generate new and original ideas, solutions, or approaches that are both novel and useful. It involves thinking beyond conventional boundaries and making connections between seemingly unrelated concepts. Creativity is not limited to artistic or literary endeavours but spans various domains including problem-solving, scientific innovation, and everyday decision-making. It is characterized by the capacity to envision possibilities, innovate, and adapt in unique ways to address challenges or express oneself.

## **Statement of the problem**

### **Creative Self-Concept: A Self –Perception on Creative Abilities**

## **Importance of problem**

Fostering or Nurturing creativity has been a key or basic goal of many programs for gifted students. To design appropriate educational programs for developing creative thinking skills, however, requires:

An understanding of the nature of creative thoughts. The self-concept is a collection of belief about one self and interacts with self -esteem, self - knowledge, and the social self to form the self as a whole concept embodies the answer to the question “Who am I?”. Self -concept is made up of one’s self schemas, we live in a highly competitive society in which we compete for grades, athletic honours, leadership, job, material partners, social status and almost everything else we value. In these competitive endeavours, are encouraged to surpass other, to excel, to "get on the top."

## **Rational for selecting District Meerut**

Meerut region of Uttar Pradesh is a backward area from the point of view of literacy and means of life. The district Meerut lies in the north west of U.P. It lies in the upper Ganges- Yamuna Doab, about 30 miles north-west of Delhi. Literacy percentage in Meerut district is only 51% which plays an important role in all the spheres of life.

## **Aim and objectives**

- To ascertain the effect of self-concept upon creative abilities

## Hypothesis

- There is a significant effect of self-concept upon creative abilities

## Limitations

- It does not aim at clinical or diagnostic analysis of behaviour.
- The study is confined only to a geographical area of district Meerut of U.P.
- Students of higher secondary classes such as 10th or 12th grade were not taken in consideration.

## Research Methodology

### Population

The population of the present study constituted of college going students of district Meerut U.P.

### Sample

The sample was selected through quota sampling technique followed by systematic random technique. The size of the sample is selected not only to save time, energy and expenses but also its representation of the population. Kerlinger justified the size of the sample as 400 units at 5% level of confidence and 398 at 1% of confidence.

## Research Design

The present study is concerned with the study of self-concept on creativity. The ex-post-facto design was considered suitable for study.

### Variables

- Independent variable: Self-concept
- Dependent variable: Creative abilities

## Tools of the study

The following tools are used for the data collection in the present study-

- **Creativity test by N.S. Chauhan and Dr. Govind Tiwari-**

The creativity test has been used for measuring different types of creativity. Test measures five important areas of creativity: creative production, fluency, original power, flexibility and indigenous solution of problems.

- **Mukta Rani Rastogi's self-concept scale**

The self-concept scale consists of 51 items. It can be administered individually as well as collectively. There is no time limit but all the items can be responded within the time limit of 30 minutes. There are five responses: strongly agree, agree, undecided, disagree and strongly disagree. This scale

measures ten constructs of self-concept health and sex appropriateness, abilities, self- confidence, self- acceptance, worthiness, present, past and future, beliefs and conviction, feeling of shame or guilt, sociability and emotion.

**Collection of Data**

The principal and teachers of the selected sampling colleges were contacted personally and importance of study and utility of the study was explained to them. Following procedure was followed for data collection purpose. The investigator gave an orientation lecture to the students in the group Creativity test and self-concept scale were administered upon the students of the sample to collect the data.

**Statistical Analysis**

The statistical operation executed for the present investigation involved both descriptive and inferential technique. Computation of Mean, S.D. and 't' test found out significant mean difference among the sub-groups and under studies. Quartiles were computed for getting 25% of highest and lowest cases on self-concept.

**Data analysis and findings**

An attempt has been made to study the effect of self-concept upon creativity. In order to know whether the self-concept affects the creativity the 'F' ratio and 't' test have been used among the three The purpose of calculating 'F' ratio is obvious since comparison of three groups possible by F value. But which is a powerful test, is applied to observe inter-group differences.

F-ratio (Significant at 05 level), creative fluency with 3.85 F-ratio (significant at 05 level), and original power of creativity with 9.51 F-ratio (significant at 01 level). Have highest level of creative production. It shows that high self-concept pupils creative fluency and original power of Creativity, whereas average self – concept and high self -concept pupil have same level of value according to mean and S.D. But if we go through on 't' same level of value according to mean values. It clearly shows the difference between high and average self-concept.

**Table No.1  
Mean, S.D., 'F' ratio and 't' values on five areas and total creativity  
scores belonging to three self-concept levels**

Creativity area	Self-concept level	N	Mean	SD	F-Ratio	't' Value
Creative Production	Low self -concept	100	34.87	8.18	3.38	2.73
	Average self -concept	189	37.57	7.72		
	High self -concept	111	37.91	12.74		
	Low self -concept	100	37.18	7.12	3.85	3.23

Creative Fluency	Average self - concept	189	40.02	7.18		
	High self -concept	111	38.48	11.19		
Original Power of Creativity	Low self -concept	100	33.68	10.56	9.51	3.26
	Average self – concept	189	37.69	8.72		
	High self –concept	111	39.04	9.08		
Ingenious Solution of Problem	Low self –concept	100	10.86	3.96	1.15	0.79
	Average self - concept	189	11.24	3.74		
	High self -concept	111	11.64	3.49		
Total Creativity	Low self -concept	100	128.32	16.69	*11.06	4.86
	Average self – concept	189	137.99	17.47		
	High self –concept	111	138.44	20.34		

- Rest of other two areas i.e. creative flexibility with 0.09 F-ratio and ingenious solution of problem with 1.15 F-ratio are not significant at any level.
- Through our studies, we can interpret with 99% confidence that self-concept has a positive effect on creativity because its value is 11.06 (significant at .01 level). On the other hand, we can mention that pupils with low self-concept use low creativity in every areas of life. This result infers that the creativity is not purely dependent upon education.
- Above findings prove that when self- concept increases, creative ability also increases. Taylor and Holland (1964) and others prove that self of the creative individual is highly motivated and it directs him or her to achieve something new. Thus the hypothesis ‘There is a significant effect of self-concept upon creativity’ is fully accepted.

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