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Creativity: A Comparative Study between Afghan and Indian University Students

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Abstract

Creativity is the most important and significant ability of human beings and is the most fundamental factor in creating value that plays a vital role in the overall human lifestyle. Several studies have been done regarding creativity; nevertheless, comparative research has not been conducted yet between Afghan and Indian nationalities. The present study aimed to investigate the creativity level between Afghan and Indian university students. A total of 120 students (60 Indian and 60 Afghan) participated in the study. A questionnaire was administered to gather data from 120 participants. The Creativity Scale developed by Joe Tadd and John Bessant (2013) was applied for data collection. The statistical method of an independent sample t-test was used for data analysis. The findings of the present study revealed that there is no significant difference in creativity levels between Afghan and Indian university students. The mean for Afghan students is 15.90, and the mean for Indian students is 16.17. The standard deviation for Afghan students is 4.561, and the standard deviation for Indian students is 3.715.

Keywords: Creativity, Nationality, Afghan, Indian, Students.

Introduction

Creativity, or innovation, is the most important and fundamental ability of human beings and the most fundamental factor in creating value that plays a vital role in all aspects of human life. Creativity, or innovation, is one of the highest qualities of man. All the sciences, productions, technologies, industries, discoveries, inventions, arts, literature, music, architecture, and generally the basis of all civilizations from the beginning until now and all human achievements are the various manifestations of creativity and innovation. Creativity means using the imagination to create something new in the world around us and the ability to bring new ideas, new solutions, and new approaches. Creativity, like the arm or the brain, is a muscle in the body that can be trampled on through constant training and new experiences, and on the other hand, if left alone, it will not have much power. We don't need to create creativity and creative thinking skills from a zero point. Because these are potential parts of our existence that we used to do a lot in our childhood, and through them, we gain new and enjoyable experiences and discover the world around us. But due to the destructive

process of socialization and repressive factors such as family, school, and society, they have been neglected and have gradually become an abandoned skill. So now all we have to do is re-enable them with practice. Creativity and creative thinking are not things we need to change in our career, field of study, or behavior; creativity is simply a new tool that we can take advantage of with all our previous tools (Wikipedia, 2014) Of course, creativity is not just a result of creative thinking but an integral combination of thinking and action. Thinking creatively, creating new ideas, taking creative action, and having the having the courage to try those ideas. And the thing to note is that creativity depends on our belief that we can make a difference in the world around us with our current talents and skills. Creativity has nothing to do with rare abilities or extraordinary talents. But self-confidence in creativity means you believe in your ability to make a difference in the world around you. In fact, creative thinking is an inherent ability in all human beings, and self-confidence in creativity is a way to shed that ability. Creative people can make better choices; their new routes are easier than others. They can find solutions to problems that others find unsolvable. They are more willing to work with others to improve the situation, and they can face challenges more effectively. So now you know that creativity is one of the skills you need to better interact with today's constantly changing environment. But just reading and talking about creativity and innovation is not enough, and you have to do it through hands-on exercises (wikiravan, 2022). Gardner, (2001) in his research, studied seven creative individuals in depth and found the role of historical context, place and time, scope and class, and so on, in their creativity. Above all, he was able to find an almost identical pattern in their lives:

- Early-life creative people have had moderate, harsh, and cold support.
- Most of them have shown an initial interest in their chosen field but have no particular interest in it.
- They have generally had an interest in exploring unknown territories.
- After a decade of practicing and mastering their field, they have made an unexpected revolutionary breakthrough. Sternberg, (2010) in another study, concluded that for creativity to take place, several factors—individual and environmental—must intersect in one person. There is not one factor at a very high level and no other factors at all. This theory of investment is called creativity. Creativity investing is based on one principle: cheap buying and expensive selling. The creative person sees the hidden potential in ideas that are trivial to others, which creates a creative effect so that others can recognize its value and then sell it at a high price. What makes the subject of creativity all the more fascinating and complex is the variety of views and attitudes about it. You might also have to think creatively about the nature of creativity (wikiravan, 2022). Characteristics of Creative People: Creative people are fantasists, better remember their dreams, and easier to hypnotize than others. Schizophrenia and creativity are linked in some way. Because there are so many creative people among relatives of schizophrenics, there may be a direct genetic link between these two traits. These qualities, which are the emergence of human imaginative forces from the perspective of others and the fulfillment of their functions in the outside world, are (Belal, 2010).

1. Mental Health: The ability to generate a large number of ideas quickly.
2. Perceptual Flexibility: Being able to move away from one rule and accept the new one.
3. Initiative: Able to produce unusual and infrequent responses.
4. Stickiness Preference: The challenges are compounded by the interest in the materials.
5. Voting Independence: Being self-reliant and analyzing your thoughts away from any melancholy.
6. Self-confidence: being confident and believing in yourself.
7. Mental Focus: Make every effort to put your mental ideas into practice.
8. Risky: Don't be afraid of criticism, failure, wrong, and regard failure as a victory.
9. Knowledge: The quest for knowledge and information.
10. Biography: The adolescence and childhood of creative people are usually accompanied by difficulties and shortcomings.
11. Need to Succeed: Always looking for goals and success.
12. Type A Behavior: Being highly competitive, impulsive, resilient, and calculative (Belal, 2010).

The objective of this study is to find the difference in creativity level between Afghan and Indian university students. The hypotheses of the current research are: There is a significant difference in creativity levels among Afghan and Indian university students. Indian university students are more creative than Afghan university students.

Material and Method

Problems: What is the difference in creativity level between Afghan and Indian Students? Samples: For this comparative and cross-cultural study, a total sample of 120 university students (60 Afghan and 60 Indian) was selected for the data collection.

Tools/ Questionnaire: Creativity Scale (How Creative You Are?) developed by Joe Tidd and John Bessant (2013). The creativity scale contains 26 statements about creative ideas and innovative contexts. Each statement includes two options (yes and no). Statistical Tools: An independent sample t-test was used for data analysis.

Results and Discussions

To attain the objectives of the current research, primary data has been statistically analyzed by using an independent sample t-test; the attained results are shown in the below tables with the assistance of graphical symbols. The interpretation of all tables is also discussed below.

Table1. Independent t-test statistics to calculate the average creativity in the statistical population

NATIONALITY		N	Mean	Std. Deviation	Std. Error Mean
SCORE	Afghan	60	15.90	4.561	.589
	Indian	60	16.17	3.715	.480

In the above group statistics table, the mean for group 1 (Afghan students) is 15.90. The mean for group 2 (Indian students) is 16.17. Hence, the standard deviation for group first is 4.561, and the standard deviation for group second is 3.715. The number of subjects in each group (N) is 60, which is a total of 120 samples (60 Afghan students and 60 Indian students).

Table 2. Parameters of independent t-test to compare the average creativity among the students of Afghan and Indian universities.

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Creativity Score	Equal variances assumed	3.231	.075	-.351	118	.726	-.267
				-.351	113.360	.726	-.267

Table 2. illustrates that our group statistics box discovered that the mean of the Indian participants was greater than the mean of the Afghan participants. The sig. (2-tailed) value is 0.726. This value is greater than 05. Thereby, we can conclude the findings that there is a statistically significant difference among the mean participants of the Afghan and Indian groups by a mean difference of -.267.

Table 3. Frequency of creativity among the students which are participated in the research.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Level	28	23.3	23.3	100.0
	Above Average	48	40.0	40.0	76.7
	Average	29	24.2	24.2	36.7
	Below Average	14	11.7	11.7	12.5
	Low Level	1	.8	.8	.8
	Total	120	100.0	100.0	

Table 3. illustrates the frequency of creativity levels. According to the Joe Tidd and John Bessant innovation questionnaire, creativity is divided into five levels, which consist of: Out of 120 participants, 28 participants, or 23.3 percent of the total, have a high level of creativity. 48 participants, or 40 percent of the total 120 participants, have an above-average level of creativity. 29 participants, or 24.2 percent of the total 120 participants, have an average level

of creativity. 14 participants, or 11.7 percent of the total 120 participants, have the below average level of creativity. 1 participant, which is .8 percent of the total 120 participants, has a low level of creativity.

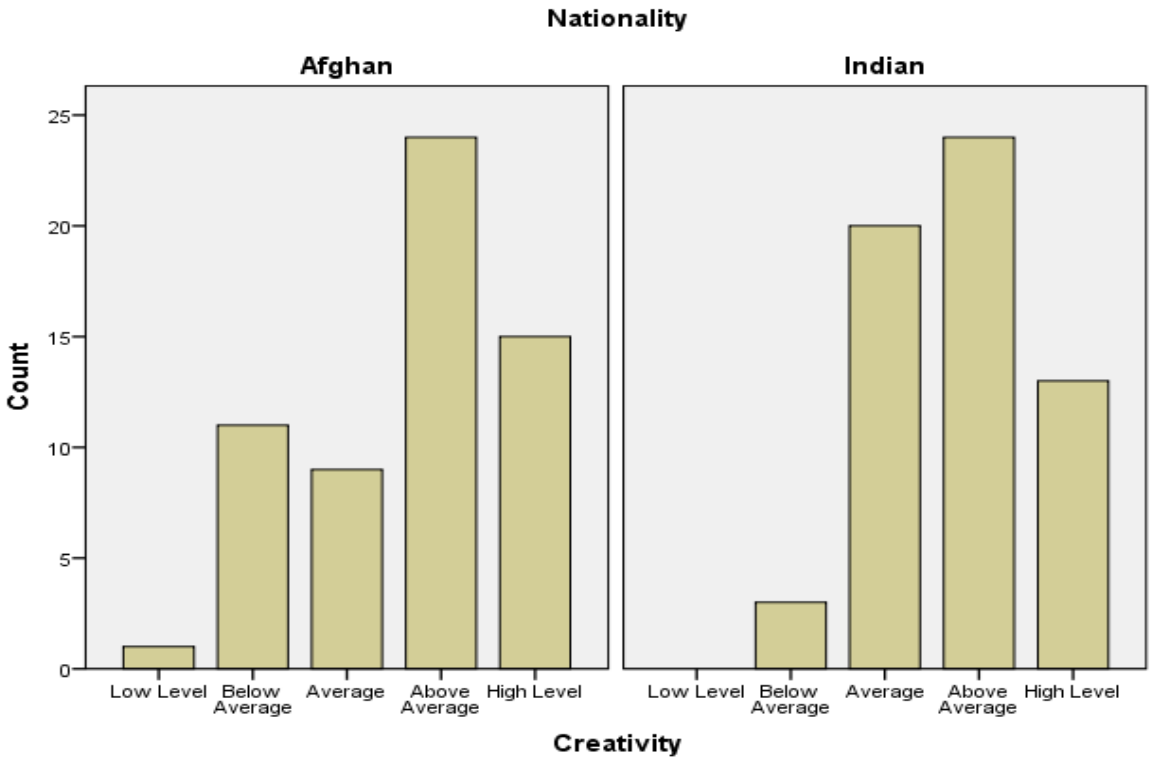

Figure 1. Comparison of the frequency of creativity among the Afghan and Indian students.

The figure illustrates the level of creativity among Afghan and Indian students. The majority of Afghan and Indian participants have shown above-average levels of creativity. The number of Afghan participants with a high level of creativity is higher than that of Indian participants. Furthermore, the graph indicates that the number of Indian participants with an average level of creativity is higher than that of Afghan participants. Hence, the number of Afghan participants with a below-average level of creativity is higher than that of Indian participants. Likewise, there is only one Afghan participant with a low level of creativity.

Discussion

Many studies have been conducted to assess the creativity level of university students of different nationalities. But no research has been done yet on the comparative study of creativity levels between Afghan and Indian university students. In the present study, we aimed to find out the differences in creativity levels among Afghan and Indian university students. This research is important to compare and determine the level of creativity between Indian and Afghan students and provides reliable scientific resources for professionals and researchers to understand and study more in the field. Many studies have been done regarding creativity, including: Pathing and Chambal (2019) carried out a

comparative study of creativity among internet users and internet nonuser students. The results of their research revealed that there is a significant difference between internet users and non-users among private school students in their creativity level. Vishnevskayab and Sadvakassovac (2017) conducted a study on the development of creativity among university students in Algeria Mynbayevaa. They found a relationship between creativity and the leading motivation in the activities of an individual. They also found the willingness of the subjects to improve their creativity skills. Deng, Wang, and Zhao (2016) conducted research to discover how environmental factors impact the creative achievement of American and Chinese university students. Results revealed that American college students have higher creativity achievements than Chinese students. George Domino (2015) conducted an investigation on attitudes toward suicide among highly creative college students. The findings of the study revealed significant attitudinal differences in suicide among high creative participants and their control peers, with creative students realizing suicide in higher liberal and lower judgmental terms. Horan (2017) performed a study to reveal the relationship between creativity and intelligence. This research claimed that the main difference between intelligence and creativity lies in the nature of intent, whether restricted or transcendent. Pathak (2013) applied a comparative study of creativity among undergraduate mathematically gifted boys and girls. The consequence is that there is a notable difference in the level of creativity among young men and young ladies. Naima, Margolis, and Ashore (2014) investigated the connection between students' creativity and academic achievement. The outcomes found positive and remarkable connections between creativity and academic achievement. Tan, Kung, and Kailash (2019) conducted a study on how openness to experience enhances creativity. The findings not only shed light on the components that underlie the transparency-innovativeness linkage, but they also feature the significance of characteristic inspiration and creativity-procedure commitment in the linkage. Sharma (2015) investigated research on the creativity assessment of students pursuing higher education. The outcome of the study shows that the management students are only normal on the imagination scale, and henceforth, the teaching method and educational plan of the B-schools need renovating and auditing so as to regulate the innovativeness of the remainder.

Sitar, Cerner, Alek sic, and Michelin (2016) have utilized an investigation on individual learning styles and creativity. To investigate the connection between learning styles and creativity. The free learning style-imagination relationship was intervened in without anyone else's effectiveness; the community learning style-creativity relationship was in part interceded by delight in the learning procedure. Tan (2000) conducted research on the study of creativity in Singapore. This survey means to add to the writing of creativity and the comprehension of human imagination. Future headings of Singapore's creativity research should address a few issues, including hypotheses or models, strategies and instruments, examples, investigating motivation, and research arrangements. Panda (2015) conducted an examination to comprehend the association among creativity and self-completion with respect to sex variation. The outcome of the research uncovered adequate

evidence to build up a relationship among creativity and self-completion with respect to gender distinction in streams and modes of guidance. Jacque, Depeche, Bronchia, and Rayna (2020) utilized a study to assess creative competencies and cognitive processes associated with creativity in groups of individuals. Most strikingly, it additionally recommends that positive schizotypy can be beneficial in any event, when compared to non-schizotypal people, since all elements of imaginative abilities and two elements of inventive subjective procedures were higher in people with high constructive schizotypy than in those with low schizotypy. Ahsan, Van Bentham, and Mulder (2020) applied an investigation to find the relationship between neural sensory gateways and creative performance using convergent and divergent tasks. The outcome shows that the connection between consideration and execution of creative errands may depend on the sort of undertaking. Damavand (2012) has performed a comparative study to reveal the association between creativity and intelligence. The consequences of the study showed a noteworthy relationship between creativity and intelligence among students. Our findings in this study with compare to the others findings in the review of literature have shown: According to the Independent Samples test table, we can conclude that Indian students are a little more creative than Afghan students because, in the Creativity Scale by Joe Tadd and John Bessant (2013), a higher score indicates a high level of an individual's creativity. The number of Afghan participants with a high level of creativity is higher than that of Indian participants. Furthermore, the graph indicates that the number of Indian participants with an average level of creativity is higher than that of Afghan participants. Hence, the number of Afghan participants with a below-average level of creativity is higher than that of Indian participants. Likewise, there is only one Afghan participant with a low level of creativity.

Conclusion

The mean of the Indian participants was greater than the mean of the Afghan participants. There is no statistically significant difference in the level of creativity between Afghan and Indian participants. Indian college students are a little more creative than Afghan college students. The majority of Afghan and Indian participants have shown above-average levels of creativity. The number of Afghan participants with a high level of creativity is higher than that of Indian participants. The number of Indian participants with an average level of creativity is higher than that of Afghan participants. Hence, the number of Afghan participants with a below-average level of creativity is higher than that of Indian participants. Likewise, there is only one Afghan participant with a low level of creativity.

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Data Availability Statement:

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflicts of Interest:

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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