



A PILOT STUDY OF GENDER DIFFERENCES IN DIVERGENT THINKING AMONG COLLEGIATE ENGLISH LITERATURE STUDENTS

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Abstract: The purpose of this study was to assess the difference between male and female students studying undergraduate degree in English. A total of 100 male English and 100 female English students were selected from various affiliated colleges of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The data was collected from various students through the respondents in the form of self-designed questionnaire. The data was collected through the respondents in the form of various descriptive tests. The demographic information about, use of Facebook, use of WhatsApp, Participation in Debates, Participation in Essay Writing, Participation in Quizzes, Participation in Story Writing, Use of Internet and Participation in sports was obtained before seeking responses. The self-design questionnaire was used to measure the Divergent thinking of the students. The findings of the study revealed that significant differences were found in Divergent thinking between male and female students. It was found that male English students had better Divergent thinking than their counterparts.

Key words: Gender, Divergent thinking, literature, students

INTRODUCTION

Gender refers to the roles of men and women in society, which can have a profound effect on the use and management of natural resources. Gender is not based on biological and morphological differences between males and females. Gender is shaped by culture, social relations, and natural environments. Thus, depending on values, norms customs and laws men and women in different parts of the world have evolved different gender roles. (Aguilar, 2004). In other word s, Gender" is refer to the role of a male or female in society. English is the primary language for higher education students as it helps them in many ways. English is the language largely used by the students of Science, Literature, Commerce and Technology streams. So it is important for the students to learn English in any part of the world (British Study Centres, 2023). English is the common language at global level . Students who are proficient in English have greater access to academic resources and can participate in various platform at national and International Level (Colquhoun, 2023). Divergent Thinking can be described as the process of retrieving existing knowledge Linking and combining unrelated knowledge in innovative and meaningful ways (Maron & Faust, 2018). Divergent thinking is a thought process or method used to generate creative ideas by exploring multiple possible solutions. This typically occurs in a spontaneous and free-flowing, such that many ideas are generated in an emergent cognitive fashion. In other words, Divergent thinking refers to the creative solutions you can find for a problem. This type of thinking allows more freedom and helps you generate more than one solution, usually by using brainstorming as a cognitive method. (<https://airfocus.com/glossary/what-is-divergent-thinking/>). A lot of research has been conducted on students' gender differences, but there is a lack of research reports on gender differences in divergent thinking, especially in English students. Therefore, the researcher interested to research on male and female students with different thinking of English.

METHODS

Sampling method and Sample Size:

The sample size of the study was 100 male English students and 100 female English students studying in colleges affiliated to Dr. Babasaheb Ambedkar Marathwada University was selected for the present study. The sampling method was purposive – a non-random method of sampling design for English students with a specific purpose. The data was collected through respondents in the form self-design questionnaire from different students The data was collected through respondents in the form of different descriptive tests. The demographic information about, use of Facebook, use of WhatsApp, Participation in Debates, Participation in Essay Writing, Participation in Quizzes, Participation in Story Writing, Use of Internet and Participation in sports was obtained before seeking responses. To measure divergent thinking

of students, 20 items questionnaire prepared by investigator was used. The data was checked for accuracy and completeness and was coded and put up into the SPSS Descriptive statistics for all studied variables, mean, standard deviation and t-ratio, was considered statistically technique throughout the study and the level of significant was set-up at 0.05 level.

Results of the study :

The following order was adopted for results

TABLE –1. PERSONAL INFORMATION OF MALE ENGLISH LITRATURE STUDENTS

Sr.No.	Personal Characteristics	Students Approximately (%)
1.	Blog writing	06.00%
2.	Participation in Debates	20.00%
3.	Participation in Essay Writing	22.00%
4.	Participation in Quizzes	18.00%
5.	Participation in Story Writing	26.00%
6.	Use of Facebook	44.00 %
7.	Use of Internet	68.00%
8.	Participation in sports	20.00%
9.	Use of WhatsApp	78.00%

Table-1 indicates the percentage of personal information of Male English literature students.

Figure 1 shows the personal information of English students

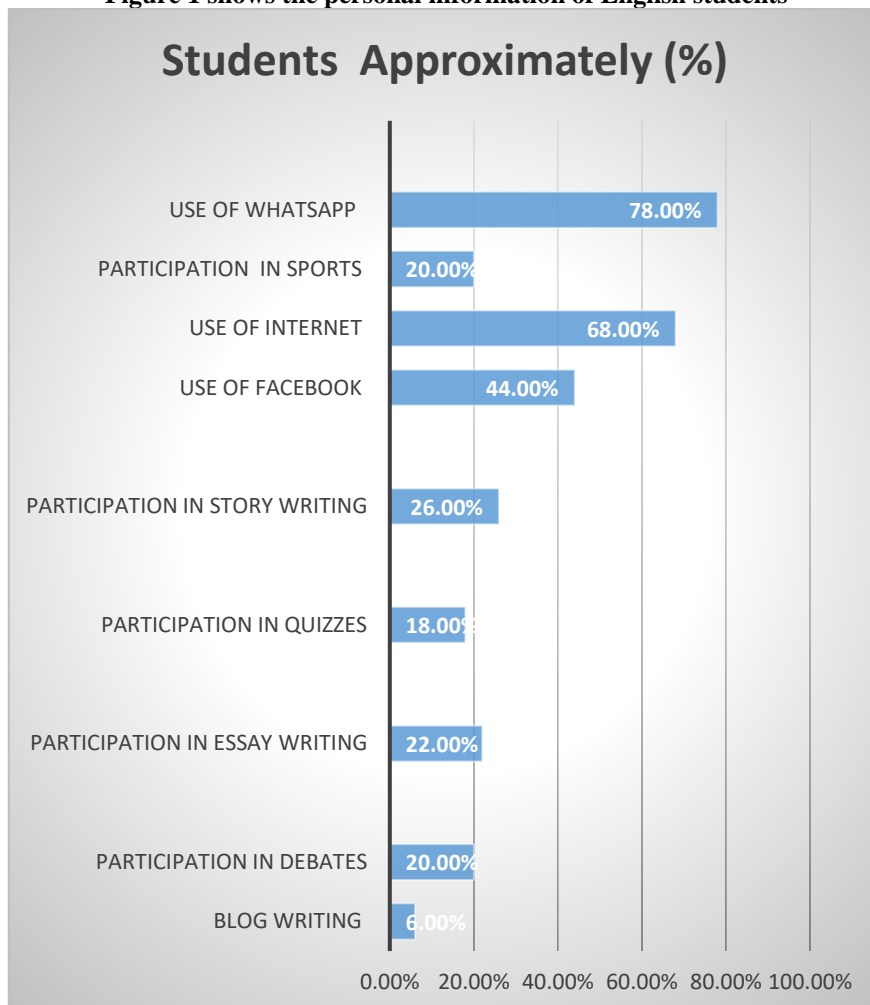


TABLE –2. PERSONAL INFORMATION OF FEMALE ENGLISH LITRATURE STUDENTS

Sr.No.	Personal Characteristics	Students Approximately (%)
1.	Blog writing	-----
2.	Participation in Debates	06.00%
3.	Participation in Essay Writing	24.00%
4.	Participation in Quizzes	10.00%
5.	Participation in Story Writing	28.00%
6.	Use of Facebook	34.00 %
7.	Use of Internet	50.00%
8.	Participation in sports	15.00%
9.	Use of WhatsApp	64.00%

Table-2 indicates the percentage of personal information of Male English literature students.

The result revealed that, 06 % Female English literature students reported that they participated in debate, **24.00%** Female English literature students reported that they participated in Essay Writing, 10.00% Female English literature students reported that they participated in Quizzes, 28.00% Female English literature students reported that they participated in story writing, 34.00 % Female English students used Facebook , whereas 50.00% Female English students used internet. 15.00% Female English students reported that they have participating in sports, while 64 .00% Female English students WhatsApp. However, female students not reported in blog writing.

Figure-2 indicates the percentage of personal information of Female English literature students

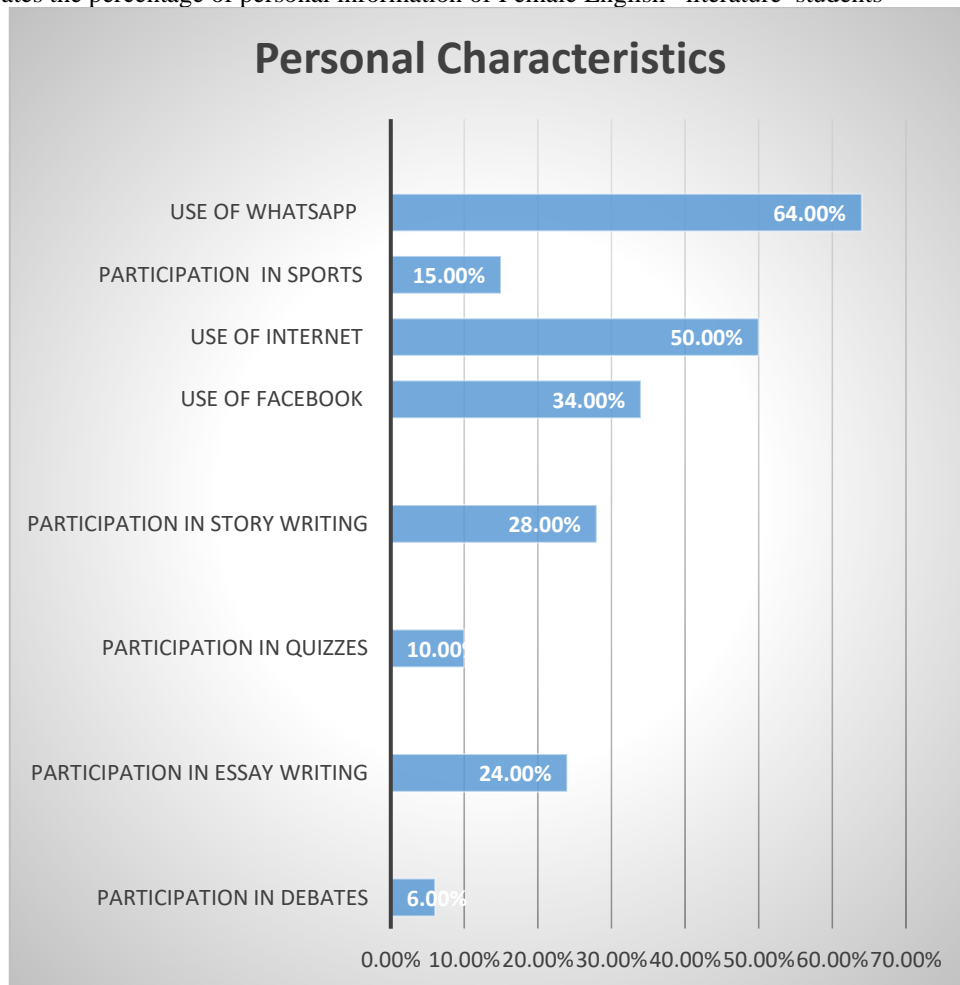
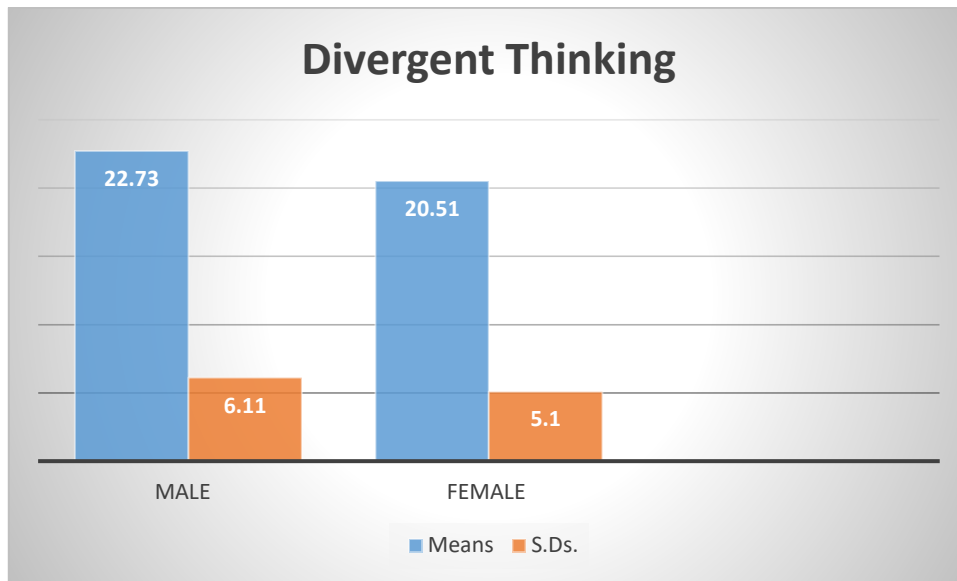


Table-3 Mean scores, Standard deviations and T-ratios of Divergent thinking between male and female English students

Components	Students	Number	Means	S.Ds.	T-ratio
Divergent thinking.	Male English	100	23.44	6.60	3.10 *
	Female English students	100	22.33	6.55	

Table 3 shows the Mean scores, Standard deviations and T-ratio of Divergent thinking between English and other students .

Figure 3 shows the Mean scores and Standard deviations of Divergent thinking, between English and other students.



DISCUSSION

The result revealed that, 06.00% male English students reported that they writes blog ,20.00 % male English literature students reported that they participated in debate , **22.00%** male English literature students reported that they participated in Essay Writing , 18.00% male English literature students reported that they participated in Quizzes, 26.00% male English literature students reported that they participated in story writing , 44.00 % male English students used Facebook , whereas 68.00% English students used internet. 20.00% male English students reported that they have participating in sports , while 78 .00% male English students WhatsApp. The result revealed that, 06 % Female English literature students reported that they participated in debate, **24.00%** Female English literature students reported that they participated in Essay Writing, 10.00% Female English literature students reported that they participated in Quizzes, 28.00% Female English literature students reported that they participated in story writing, 34.00 % Female English students used Facebook , whereas 50.00% Female English students used internet. 15.00% Female English students reported that they have participating in sports, while 64 .00% Female English students WhatsApp. However, female students not reported in blog writing.

The mean scores of divergent thinking of male English students were obtained 23.44 and the mean scores of divergent thinking of female English students were obtained 22.33 respectively. In addition, the standards deviation divergent thinking of male English students were recoded 6.60 and the standards deviation of divergent thinking of female English students were recoded 6.55 respectively. The result given in Table 3 reveals that significant difference of divergent thinking was found between male English and female English Students. The findings of the study indicates that, male having more divergent thinking were found between male English and female English students. The differences may be due to the female students more often report letting out their feelings, whereas men more often report controlling their emotions, accepting the problem, not thinking about the situation, and engaging in problem-solving efforts. Divergent thinking allows students to view a problem or concept from multiple perspectives and helps them generate multiple viable solutions, fostering innovation and creativity. Plus, because there’s no right or wrong answer, it encourages open-mindedness, leading to better solutions.(<https://www.edutopia.org/article/divergent-thinking-fosters-creativity/>)

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