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RELATIONSHIP BETWEEN CREATIVITY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract

Creativity may be defined as the ability to discover new solutions to problems or to create new ideas, inventions, or work of art. The purpose of the present study was to explore the relationship between creativity and academic achievement of secondary school students. The total sample consisted of 100 students with equal number of male and female students of X class taken from the secondary schools of District Pathankot (Punjab). Stratified random sampling technique was used to select the sample. The descriptive survey method was used for data collection using creativity test developed by Baqer Mehdi (1985). Coefficient of correlation and 't'-test' technique was adopted for data analysis. Positive and significant correlation was found between creativity and academic achievement of secondary school students but no significant difference of creativity among male/female and government/private secondary school students was found in the present study.

Keywords: Creativity and Academic Achievement.

INTRODUCATION

Every day, we face new changes in every aspect of life. Creativity is not only a means for adapting with these changes but also a stimulus for creating knowledge in different fields of study. It refers to having inventive, productive and imaginative qualities. Moreover, creativity as one of the key factors in academic achievement is required especial attention. Creativity has been considered as unique human characteristic, defining an area where microelectronics cannot go.

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Creativity means literally, "create", "creation" or "creative force" and "power to create new works." It is moderately a new concept, particularly linked with the concept of imagination (Nami et. al. 2014). Creativity is an ability to think about things in new ways to get extraordinary and distinctive solutions of problems (Saif, 2008).

Creative thinking is a base of human dignity in age where machines, especially computers, seem to be taking over routine skilled activities and everyday thinking. Frankness and audacity which are usually observed as both fundamentals and outcome of a healthy personality, creativity is considered to make positive adjustment to life. In educational settings, creativity is considered as a special approach to learning that involves both creative teaching and learning strategies. These strategies facilitate learning and are all together a result of suitable teaching and learning.

According to the report of Sursock et. al. (2011) creativity has attracted the attention of experts and responsibilities so that it may concern as their main policy in their planning. However, professionals in the area of psychology view creativity from two perspectives. The mental aspect of creativity points out to the capacity to recognize the problem and defining it. While according to the definition of Boden, creativity refers to create attractive and understandable new opinions.

Moreover; Court considers creativity as human mental capacity assisting the people to apply their thinking and invent opinions and resolution (Simpson, 2012). San' chez - Ruiz et al. (2011) declares creativity as a multidimensional phenomenon with many prominent factors including personality distinctiveness, cognitive capacities, cognitive methods and motivation and it is appeared in social relationship however it is a personal issue.

REVIEW OF RELATED LITERATURE

Following studies were reviewed for the present study:

Sharma (1977) reported that males were more creative than females. The high creative male students were high in intelligence and academic achievement. They were also better in home, health, emotional and overall adjustment. High creative females were high in intelligence and scholastic achievement than the low creative females.

Sharma (1982) conducted a study on the factors related to creativity and explored the relationship of creativity with certain background, psychological and organizational factor of a student of higher secondary school of Delhi. The major findings were: (i) Boys was more creative as compared to girls. (ii) Number of siblings was found to be negatively related to creativity. (iii) academic achievement was found to be positively related to the measures of creativity.

Prema and Raj (2008) conducted a study on creativity among High School students in relation to their attitude towards science. The findings of the study were: (i) Significant difference was observed between male and female high school students in the creativity (ii) there was a significant relationship between creativity and attitude of high school students with respect to background variables sex and locality.

Nyicyor. Riggon, Dutta. Jadab and Soni. J. C. (2016) conducted a study on "Intelligence, Creativity and Academic Achievement of Secondary School Students of Arunachal Pradesh", This study was conducted on eight hundred (800) class-X students by giving due representation to boys and girls as well as rural and urban localities of two districts in Arunachal Pradesh. The findings of the study reported that except for intelligence the mean scores of academic achievement and creativity is higher in case of students of East Siang district than that of Lohit district; and From the comparison between academic achievement, intelligence and creativity of government and private school students both the districts, it is also found that both districts private school students are academically, creatively and mentally (intelligence) better than government school students.

Dutta. Jadab & Chetia Pranab (2018), conducted a study on "creativity of secondary school students in Lakhimpur and Sonitpur districts of Assam". The study was conducted on four hundred class-X students by giving due representation to boys (200) and girls (200) as well as rural and urban localities of both the districts. The findings of the study showed no significant mean difference on creativity between male/female, rural/urban as well as government/private secondary students of both the districts of Assam.

NEED AND SIGNIFICANCE OF THE STUDY

A creative person has capability to connect the existing information with new information in prolific ways. Creative students are often considered as gifted or talented. Creative students observe the situation enthusiastically having a desire to improve their abilities, find different possible solutions to problem, are curious, original, comfortable with ambiguity, able to work independently, able to analyze and synthesize information, demonstrate compulsivity and an urgency to complete a task or execute an idea and have multiple latent abilities and characteristics of persistence. Thus, creative one plays with the existing knowledge and information and combines in a unique ways that a creative product or idea is formed. All these unique qualities of students play very significant role in the personality development. This motivates the researcher to conduct the present study on creativity of secondary school students.

OBJECTIVES OF THE STUDY

The following objectives were framed for the present study

1. To study the relationship between creativity and academic achievement of secondary school students.

2. To study the significant difference of creativity among secondary school male and female students.

3. To study the significant difference of creativity among government and private secondary school students.

HYPOTHESES OF THE STUDY

Following hypotheses were framed for the present study.

1. There exists no significant relationship between creativity and academic achievement of secondary school students.

2. There exists no significant difference of creativity among secondary school male and female students

3. There exists no significant difference of creativity among government and private secondary school students.

OPERATIONAL DEFINITIONS

1. Creativity: The word 'creativity' in the present study refers to creative force and power to create new works.

2. Academic Achievement: In this study the term 'academic achievement' implies the aggregate percentage of marks or scores obtained by the Class X students.

METHOD OF THE STUDY

The Descriptive survey method was used in the study.

POPULATION AND SAMPLE

The population of the present study constitutes all the secondary school students studying in class X of district Pathankot. The total sample consisted of 100 students with equal number of male and female students of X class taken from the secondary schools of this district. 25 students from each male and female were taken from each government and private secondary school students. Stratified random sampling technique was used to select the required sample.

TOOLS USED

The researcher used the verbal creativity test developed by Baqer Mehdi (1985) to select the sample and annual examination marks of the students were used for assessing their academic achievement.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation, t-test and correlation were used for the analysis of the collected data for the present study.

DELIMITATION OF THE STUDY

The present study was delimited to X class students of secondary schools of district Pathankot of state Punjab.

RESULTS AND DISCUSSION

The researcher collected data through above mentioned tools and analyzed it in terms of mean, standard deviation and t-test and correlation method. The results have been presented in the following tables.

Table 1: Relationship between Creativity and Academic Achievement of secondary school students

Variables	N	r	Level of Significance	Remarks
Creativity & Academic Achievement	100	0.307	0.01 level	Significant

Table 1 shows the Co-efficient of correlation (r) between creativity and Academic achievement of students (N=100) as 0.307 which is significant at 0.01 level showing that creativity and Academic achievement are significantly correlated. The magnitude of correlation indicates that creativity and academic achievement of secondary school students bear a positive and significant correlation. Hence the Hypothesis-1*: There exists no significant relationship between creativity and academic achievement of secondary school students is* rejected.

Table 2: Difference of creativity among male and female secondary school students

Gender	N	Mean	SD	t-value	Remarks
Male	50	30.612	5.407	0.915	Not significant
Female	50	30.684	5.615		

Table 2 shows the Mean scores of Male (N=50) and Female (N=50) secondary school students on creativity. The Mean score of male and female secondary school students on creativity was found to be 30.612 and 30.684. S D for the same was found to be 5.407and 5.615 relatively. The

calculated t -value i.e. 0.915 which is less than the table value 1.96. showing insignificant difference between the creativity of secondary school students with respect to gender. Hence, Hypothesis-II *There exists no significant difference of creativity among secondary school male and female students is* accepted.

Table 3: Difference of creativity among government and private secondary school students

Type of School	N	Mean	SD	t-value	Remarks
Government	50	30.516	5.327	0.971	Not significant
Private	50	30.618	5.435		

Table 3 shows the Mean scores of government (N=50) and private (N=50) secondary school students on creativity. The Mean score of government and private secondary school students on creativity was found to be 30.516 and 30.618. S D for the same was found to be 5.327 and 5.435 relatively. The calculated t -value i.e. 0.971 which is less than the table value 1.96 showing insignificant difference between the creativity of secondary school students with respect to school.

Hence, Hypothesis-III: *There exists no significant difference of creativity among government and private secondary school students is* accepted.

FINDINGS OF THE STUDY

1. Positive and significant relationship was found between the creativity and academic achievement of secondary school students.

2. No significant mean difference of creativity was found between male/female secondary school students.

3. No significant mean difference of creativity was found between government and private secondary school students.

CONCLUSION

The present study was mainly dealt with the creativity of secondary school students in Pathankot district of Punjab state. After analyzing and interpreting the data, it was found that there is positive and significant correlation between creativity and academic achievement of secondary school students. It shows that the more creative the student is, the more academic achievement he/she will have. No significant difference of creativity among male and female, government and private school students was found. It shows that male and female, government and private school students are equally creative the reason may be the equal opportunities which are provided to every category of students. Moreover Pathankot district is a border area and almost the social environment of this district is same.

EDUCATIONAL IMPLICATIONS

The present study has considerable implications for education as a whole. There was a time when people thought that education is merely informative and children were being treated as a flag on which the teacher poured gallons of empirical facts. But in today's age of science and technology, creative talent is considered essential for educated persons to cope with a rapidly changing world. The most important implication for the teacher is to acknowledge the wide range of creative thinking found within our students. Teacher should recognize creative thinking of the students as an important task and find ways to promote the development in their students. Teachers need to integrate psychological concepts and activity oriented methods in classroom teaching learning process for DEVELOPMENT OF CREATIVITY OF THEIR STUDENTS.

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