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Academic Achievement and Creativity among 10th Class Students

Sarbjot Kaur

Research Scholar, Department of Education, CT University, Ludhiana, Punjab India

sarbjot1974@gmail.com

Abstract

There is a creativity initiative report aimed to discuss creativity in education and rationale about creativity in schools. Concepts of creativity are important to educators and parent understanding. As creativity opens up imaginations and possibilities. Creativity in day to day practice has a greater influence on new opportunities among teachers and students. Creativity create new pathway for teachers to inculcate enhance ability's to impart teaching to students.

Keyword: *academic achievement, creativity, 10th standard students*

1. Introduction

Various innovative projects have been initiated by various groups to have a new focus on creativity to enhance teaching abilities and students renewed focus on learning to prepare them self for the present time. The emphasis of the projects have been on to introduce creativity as a subject in the curriculum creativity basically is a thinking process that provides awareness, analysis, open mindedness, problem solving, organization and a tool of communication. Future carries of students revolve around creative thing thinking skills, that enhance their abilities to understand the world view in a better manner. Basic traits of creative person or a student revolve around his or her ability to measure risks having a attitude to handle failure willingness to be different and providing ability to have a stable mind not a fickle, impulsive and changing mind. Creativity is a tool for the students to enhance their artistic abilities, level of intelligence to have a passion for learning. New things in life. Creativity is such a state of mind that can be found within ourselves including every are of life and affect our understanding level. The ten basic characteristics of creativity associated with students learning are energetic but focused,

- Are smart but naive

- Are played yet disciplined
- Are realistic dreamers
- Are extrovert and introvert
- Are proud yet modest
- Are not way down by gender roles

2. Achievement

Any given performance in skill of knowledge and its proficiency is considered as achievement accomplishment achievement is measured in mathematical terms as world have become inter changeably interconnected. The performance ability and its continues progress is considered as one of the key factor on which achievements matters. The main aspect in child development from the beginning revolves around individual capabilities for acquiring intellectual and academic skills. As child's schooling years advance academic achievements gain importance. Every years this index varies. This variation is considered as the variable abilities. In this competitive world of today the main Impetus of the parents and the teachers is directed towards enhancement of individual child's achievement ability. This is mainly concerned with child's interest, motivational level and adaptation to reading. This do add to the already existing under pressure on the mind of the children.

3. Academic Achievement

The attainment of success in school refers to the academic achievements level of the child in education. The measure of academic achievement in today's world is regularly related to attainment and accumulation of school or college degrees. Consistently academic achievement is measure solely on child's success in text book level schooling or college performance. Generalised or overall developmental aspect is completely being over looked by text book culture. Especially, so in Indian education system, it badly needs an up gradation. These short term goal of present schooling do rate as the basic over all abilities of the children and students. The main thrust in this text book culture is measurement of children and students' achievement measure level is by text book exam culture grades. This has been terms as the scholastic achievement limit.

4. Creativity

The blissful nature of mind's creativeness in students or children is considered as the main factor in academic achievement abilities. Creative sense word is derivation from 'Creare' a Latin word. It is considered as a bliss mean a blessing as it is associated with never ending new Idea's and learning abilities in a child. A creativity enhances the level of motivation in child. Creative thinking is the ability to consider and understand something in a new way. Creativeness includes analysis, open mindedness, problem solving, organization and communication Creativeness has a high value considered by employers. Creativeness creates ability to take risk, dare to fail attitude, Willing to be different and creativeness leads to impulsive, fickle and changes in mind quite often. Although creativeness is mainly associated with art but it is a vital from of person's intelligence to look for new ways of thinking in every sphere of life. People with high level of creativity are more focused, naïve, smart, disciplined and realistic dreamers who are not weighed down by rigid gender roles.

5. Academic Creativity

Academic creativity related with thinking learning and a thirst for information like in school students a thirst for new ways of science mathematics and History learning. Academic creativity always looks for unconventional means of understanding and grasping the sense of various subjects in class. Academic creativity leads

students and teachers to impart and research subjects in a simplistic creative manner. The extensionality of work load do tend to create inattentiveness among students. Academic creativity helps in keeping the focus and new way to look at the same subject in varied manner, All great inventions in human mankind have been the result of creative minds with academic touch by embracing creativity in relation to academics develop a more advanced ways of finding meaning and purpose in work and studies. This aspect helps the teacher to encourage students to be more academically creative.

6. Significant of study

In Nation progress and credibility of educations is one of the prime factors. Education quality depends upon the academic achievement and creative abilities of the learners. The focus of the research is centered on focus about habit ability and related academic creativity achievements. These aspects depends upon the behaviors aspects of the learning students. Different subjects demand variable habits, creativity ability and related achievements in academics. The shaping of ability and resulting academic achievement is correlated with the teaching abilities of the teachers.

7. Related literature review

Gatzel and Jackson (1962) described in their work "Creativity and intelligence: exploration with gifted students" contrasted a group of middle class adolescent pupils who had scored well on intelligence tests with the pupil who had scored well on creativity test designed by Guilford. They found that highly imaginative children were superior to pupils with high IQ although the students with high creativity had 20 IQ points that were lower than the IQ level of intelligence students. It revealed a positive relationship with creativity and academic ability of the students. The study discovered that highly creative students in the school performed well than the students with high IQ. Yamamoto (1964) studied the "Role of creative thinking and intelligence in high school achievements" on 272 9th grade students of university Minnesota High School. The students were grouped into three classes level of creativity and intelligence. These groups were strong intelligence groups strong on IQ but low on

creativity, high creative groups (high in creativity but low in IQ level) and high intelligence-high creative groups (high in both intelligence and creativity). Although, there was a mean difference of twenty IQ points on comparing the high creative and high IQ groups, but, no significant difference was found between the high creative and high intelligent groups while analyzing the academic achievement score between these groups. The research found that may be the creative were able to score up to the level of intelligent student due to their creative ability. Smith (1965) conducted a study on 5th grade studied the relationship between creativity and social class on white children of Pittsburg of grade 5. The middle class performed significantly better on verbal tasks, but the lower class excelled in verbal terms. The study concluded that the black children generally scored higher contrary thinking scores, primarily in terms of ideational fluency, but the white children got significantly higher IQ scores. The surprising superiority of the black child in divergent thinking tasks occurs in a situation in which the black child is not handicapped by white middle class values and norms. The findings showed that the search for the types of experience that foster originally in children, in a formal education setting as well as in the environment at large, was a challenge that could not be ignored. Scores for verbal and non-verbal aspects of different thinking appear to differentiate social classes and black and white children. Wallach and Kogan (1965) in their study on creativity, intelligence and personality found that there was no significant difference between the creativity and intelligence. The study was conducted on 151 fifth grade public school children. The imagination tests include both verbal and visual duties (interpretation of various abstract visual patterns). The responses of the students were recorded for their distinctiveness and for efficiency in academics. Some creative tasks such as games and other physical activities were introduced and each child was individually tested without imposing any limits. The study concluded that there was a high inter-correlation between their creativity measures and low correlation between overall creativity and intelligence. The findings of the study also affirm their definition of creativity as a single identity. Surapuramath (2014) studied the academic

achievement of secondary school students in relation to creativity. The study was conducted on 100 students of different high school in kollegala taluk school student selected from 50 Government and 50 Unaided. Research tool used in study was Baker Mahadiyar Creativity test. The research tool has 3 type of activities coefficient of correlation and T-Test technique was adopted for data analysis. There was slightly positive relationship between creativity and academic achievement of 8th standard students and there was no significant different creativity of 8th class students between boys and girls rural and urban students and government and unaided school students.[1-5].

Objectives

1. To study the relationship between academic achievement and creativity of 10th standard students.
2. To study the academic achievement of 10th standard boys and girls students.

Hypotheses

1. There exists no significant relationship between academic achievement and creativity of 10th standard students.
2. There exists no significant difference among academic achievement of 10th standard boys and girls students.

8. Methodology:

Method and Procedure

The expressive method of research survey has been employed to investigate academic achievement of adolescents in relation to creativity.

Sample of the study

The present study will be confined to 80 students of 10th class. The sample will be taken randomly from two schools of Ludhiana and Moga district. Sample will consist of 40 male and 40 female students.

Tools for data collection:

Academic creativity test developed by Sharma and Sansawal (2012)

9. Result and Discussion:

Hypotheses-1

There exists no significant relationship between academic achievement and creativity of 10th standard students.

Table.1.Coefficient of co- relation between academic achievement and creativity of 10th standard students

Variables	N	Mean	SD	r- value
Academic achievement	80	26.88	3.37	0.368
Creativity	80	31.34	4.54	

The table 1 revealed that obtained 'r' value 0.368 is greater than the table value at 0.01 levels of significance. Therefore null hypothesis is rejected. It means that slightly positive relationship between academic achievement and creativity of 10th standard students.

Hypotheses-2

There exists no significant difference among academic achievement of 10th standard boys and girls students.

Table.2 t- test for difference academic achievement of 10th standard boys and girls students

Gender	N	Mean	SD	t- value
Boys	40	39.12	4.79	0.756
Girls	40	38.34	4.23	

The table 2 revealed that the obtained t- value 0.756 is less than the table value (1.96) at 0.05 levels of significance. Therefore null hypothesis in this regard accepted. It means there exists no significant difference among academic achievement of 10th standard boys and girls students.

Conclusion and suggestions

Finding the present revealed there significant difference positive relationship between creativity and academic achievement of 10th class students. It is suggested that parents should get appropriate guidance and counseling about dealing with 10th class students.

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