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IMPACT OF CREATIVITY ON ACADEMIC ACHIEVEMENT AMONG XI STANDARD STUDENTS



J. Rubina

Assistant Professor in Education, Stella Matutina College of Education, Kamaraj Salai, Ashok Nagar, Chennai, Tamil Nadu.

ABSTRACT:

Creativity is a too flexible phenomenon to be easily defined. For centuries, creativity was considered as a divine gift, as an intuitive genius, as a life fence, as a cosmic fence whereby creation was divinely inspired. According to this view creativity springs from inspiration rather than education and explains the lack of interest in understanding the extraordinary originality of rare and generously creative works.

KEYWORDS: Academic Achievement , XI Standard Students , philosopher involves .

INTRODUCTION:

Creativity, whether that of a poet or a sculptor or that of a carpenter or farmer, mechanic or engineer or a scientist or a philosopher involves an active interaction of the individual with his

surroundings, all the manifestations of nature and materials and the people around whatever a person creates is in response to the various stimuli provided by his surroundings, the task's set before him and the problems and challenges amidst which he find himself. Science creates a sense of a wonder and deeper man's consciousness of the world around. Art creates a sense of order of harmony and of beauty and enriches man's emotional life. Art is man's response to nature and to the life that he has craned for himself through science, artistic, creation is based on man's emotions expressed in a beautiful and pleasant form.

Alfred devito in "Survival through creative education speaks of six areas of potential catastrophe in our lives. The problems of energy pollution, food storage, population resource depletion and economic collapse, to face and over come the problem we need creative minds. There is individual difference which comes into play in different ways in different situation, it is thus part of the expanding function of human nature. It sensitizes our problem deficiencies gaps in knowledge besides indentifying difficulties and finding solution creative problem solving requires a searching, combining synthetic mind. Experiments have shown that individual trained to think creatively can do a much better job in producing new ideas. The creative person can contribute something to society the achievements of creatively superior individual do not equal the sum of the achievements of any number of less creative people. The creative person as a person one who does with relative ease. Creativity is one of the most highly valued qualities of human beings because creative acts affect enormously not only scientific progress sbut also society in general. Those nations, which learn best how to identify, develop and encourage creativity in their people, may find themselves a very advantages position.

MEANING OF CREATIVE THINKING

Creative thinking is an elusive term, very difficult to define but very important for the progress of mankind. Progress is enhanced by creative, original and unusual outputs. When a child generates a novel and appropriate solution to a problem, the child and the idea are called creative. Thus, creative thinking means originality and creativity is best explained as a unique mental process results in bringing out a novel end product.

The report of the Education Commission (1964 66) says, "In an age which values discovery and invention, education for creative expression acquires added significance". Creative thinking is usually thought of as pertaining to the arts. Actually creative thinking is usually thought of as pertaining to the arts. Actually, creative thinking occurs in any kind of activity. Those who show originality and ability to integrate the elements of a situation into a harmonious whole whether as parent, a doctor or a foot ball player are leading creative liver. They are able to project their unique personality as determined by their genes and their culture into the development of a novel and useful effect, event, concept, or theory.

Creative thinking means a general freedom rigid thought patterns and an ability to keep looking at situations in fresh ways. It also involves the ability to criticize one's own areas, make revisits and polish up the final product. A free roving imagination is essential for obtaining the original idea, but systematic testing and evaluating of the idea, is required to shape it into final form.

NEED FOR THE STUDY

The spirit of the present, the emergence of new responsibilitlites, new social and cultural necessitites, deep and tremendous changes in social mores and objectives have made creativity rapidlyt expanding area of scientific interest. The current widespread ferment and concern with creativity is due to forces, which have operated outside of psychology. Renewal in man and society

will ultimately depend upon our understanding of the process of innovation and creativity and its application in different areas of human endeavour. The need for support for creativity research is obvious, since better understanding of the creative process will provide means for an early identification of individuals who are most likely to be creative in science and technology as well as an insight into how one can best educate, train stimulate, and manage potentially creative persons as individuals or as members of group yet one more, humanitarian reasons as been advance that creativity will eventually serve as a focal point for all disciplines concerned with the improvement of man's health happiness and social situations.

OBJECTIVES OF THE STUDY

- To study the significant difference in creative thinking and academic achievement among XI Standard students with respect to gender.
- To study the significant difference in creative thinking and academic achievement among XI Standard students with respect to medium of instruction.
- To study the significant difference in creative thinking and academic achievement among XI Standard students with respect to type of management.
- To study the relationship between creative thinking and academic achievement among XI Standard students.

HYPOTHESES OF THE STUDY

1. There is no significant difference in creative thinking and academic achievement among XI Standard students with respect to gender.
2. There is no significant difference in creative thinking and academic achievement among XI Standard students with respect to medium of instruction.
3. There is no significant difference in creative thinking and academic achievement among XI Standard students with respect to type of management.
4. There is no relationship between creative thinking and academic achievement among XI Standard students.

Tool: Creative Thinking questionnaire prepared by the investigator and supervisor.

SAMPLE & SAMPLING TECHNIQUE

Hence the present study is concerned with higher secondary school students of standard XI from various schools were taken to constitute the population for the present study. The size of the sample is 300 selected from various schools randomly in Chennai.

ANALYSIS AND INTERPRETATION

Table 1 shows Creativity and Academic Achievement with respect to Gender

Variables	Boys		Girls		t-value	Level of Significance
	Mean	SD	Mean	SD		
Flexibility	6.41	2.49	4.44	2.33	7.071	P<0.01
Fluency	6.14	2.39	6.18	2.62	0.131	P>0.05
Elaboration	6.23	2.84	3.72	2.11	8.704	P<0.01
Originality	6.28	2.74	4.52	2.20	6.098	P<0.01
Overall Creativity	25.06	8.37	18.85	6.64	7.112	P<0.01
Academic Achievement	684.08	101.53	711.19	126.76	2.046	P<0.05

From Table 1, it is found that the mean score of overall creativity of student was high for boys (25.06) and the same was low for the girls (18.85). It is found that the mean score of academic achievement of student was high for girls (711.19) than for the boys (684.08). The t value calculated for the overall creativity with respect to gender reveals that the boys and girls differed significantly at 0.05 levels. Further the same was calculated with respect to dimensions revealed that boys and girls differed significantly in three out of four dimensions viz., Flexibility, Elaboration and Originality, where boys had better score than girls.

Table 2 shows Creativity and Academic Achievement with respect to Medium of Instruction

Variables	Tamil		English		t-value	Level of Significance
	Mean	SD	Mean	SD		
Flexibility	5.69	2.60	5.14	2.59	1.847	P>0.05
Fluency	6.57	2.43	5.75	2.52	2.842	P<0.01
Elaboration	4.95	2.74	4.98	2.87	0.082	P>0.05
Originality	5.79	2.63	4.99	2.58	2.66	P<0.01
Overall Creativity	23.01	8.28	20.87	7.9	2.29	P<0.05
Academic Achievement	64	90.51	747.61	116.54	8.281	P<0.01

From Table 2, it is explicate that mean score of overall creativity was higher for student studying in Tamil medium (23.01) and the same was low for those who were studying in English medium (20.87). It is found that the mean score of academic achievement was higher for student studying in English medium (747.61) than those in Tamil medium (647.84). The t-value calculated for the overall creativity with respect to medium of instruction reveals that student differed significantly at 0.01 levels. Further the same was calculated with respect to dimensions revealed that students are differed significantly in two out of four dimensions viz., Fluency and Originality, where students studying in Tamil medium had better score than those in English medium. The t value calculated for academic achievement with respect to medium of instruction showed that student differed significantly at 0.01 levels. Where, student studying in English medium had better academic achievement than those studying in Tamil medium.

Table 3 Shows Creativity and Academic Achievement with respect to Type of Management

Variables	Private Aided		Corporation		Government		Matriculation		F	Level of Significance
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Flexibility	6.04	2.73	3.73	2.16	4.74	2.18	5.71	2.47	9.52	P<0.01
Fluency	6.71	2.61	4.70	2.32	6.20	1.87	5.59	2.72	6.94	P<0.01
Elaboration	5.49	2.91	4.50	2.00	5.20	2.87	3.69	2.39	6.35	P<0.01
Originality	5.90	2.72	5.07	2.85	5.57	2.37	4.14	2.20	6.74	P<0.01
overall creativity	24.14	8.82	18.00	7.26	21.70	6.74	19.12	7.05	8.55	P<0.01
Academic Achievement	673.5	89.86	598.17	91.8	669.37	92.56	843.03	78.50	70.45	P<0.01

From Table 3, it is revealed that mean score of overall creativity was higher for students studying in private aided schools (24.14) than those in corporation (18.0) government (21.7) and matriculation schools (19.12). It is found that mean score of academic achievement was higher for the students studying in matriculation (843.03) than those in government (669.37), private aided (673.57) and corporation (598.17). The F ratio calculated for the overall creativity with respect to management of schools showed that students studying in Private aided, Corporation, Government and Matriculation differed significantly among themselves at 0.01 levels. The same were calculated with respect to dimensions revealed that student studying in different management of schools differed significantly at 0.01 level in all the dimensions viz. Flexibility, Fluency, Elaboration and Originality. The F ratio calculated for the academic achievement with respect to management of schools inferred that students differed significantly at 0.01 level.

Table 4 shows Relationship between Overall Creativity and its four dimensions with Academic Achievement

Variables	Flexibility	Fluency	Originality	Elaboration	Total	Academic Achievement
Flexibility	1.00	0.444**	0.427**	0.511**	0.768**	0.036
Fluency	0.414**	1.00	0.304**	0.483**	0.710**	0.123*
Elaboration	0.427**	0.304**	1.00	0.604**	0.769**	0.124*
Originality	0.511**	0.483**	0.604**	1.00	0.842**	0.125*
Overall creativity	0.768**	0.71**	0.769**	0.842**	1.00	0.11
Academic Achievement	0.036	0.123*	0.124*	0.125*	0.11	1.00

From Table 4, it is revealed that total was higher (0.842) for originality and the same was lower (0.710) for fluency when correlated with overall creativity. It also revealed that correlation is significant at the 0.01 levels. It also revealed that there exist a positive relationship between overall creativity and

its dimensions. From table it is revealed that total value was higher (0.125) for originality and the same was lower (0.36) for flexibility when correlated with academic achievement. It also revealed that correlation is significant at the 0.05 levels. Overall creativity and its four dimensions with academic achievement have positive correlation.

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