



CREATIVE ABILITIES AND ACADEMIC ACHIEVEMENT OF SCIENCE AND SOCIAL SCIENCE UNIVERSITY STUDENTS

Nawaz Ahmad Bhat¹ & Prof. Nighat Basu²

¹Research Scholar School of Education and Behavioural Sciences University of Kashmir

²Professor Department of Teacher Education, Central University of Kashmir

Abstract

Creative children are assets to the society. Development and progress in various fields depend on these children. Our educational institutions should aim at the development of creativity in children to prepare them for different walks of life. No nation whether big or small can afford to overlook the importance of creativity in this age of competition. Who survives this competition largely depends upon its creative minds. The creative acts affect enormously not only scientific and technological progress, but society in general. Nations who learn best how to identify, encourage and develop the creative potential in their people may find themselves in a very advantageous position as compared to the nations that are failed to identify and develop the talented mind. The present study is an attempt to study the Creative abilities and Academic Achievement of Science and Social Science Students of Kashmir University. Baqer Mehdi's Non-Verbal Test of Creative Thinking was employed to assess the Creative Abilities of the University Students whereas marks obtained by the University Students at P.G. 1st Semester and P.G. 2nd Semester was considered as their academic achievement. Mean, S.D and t-test were used to analyse the data. Significant difference was found between Social Science and Science University Students on overall scores of creativity as well as on Academic Achievement. Science students were found to have better cognitive abilities as well as academic achievement as compared to Social Science University students.

Keywords: *Creative Abilities, Academic Achievement, Science and Social Science University Students*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Indian higher education system has undergone massive expansion in post-independent India with a national resolve to establish several Universities, Technical Institutes, Research Institutions and Professional / Non-professional Campus all over the country to generate and disseminate knowledge coupled with the noble intention of providing easy access to higher education to the common Indian. The Public initiatives played a dominant and controlling role in this phase. Most of the Universities were Public institutions with powers to regulate academic activities on their campuses as well as in their areas of jurisdiction through the affiliating system. Even the private institutions enjoyed large-scale financial support in the form of grants from the public exchequer. Private funds as well as individuals played key roles in the cause of higher education.

Creativity is the cognitive ability to generate new ideas, concepts, designs and opportunities whereas innovation helps to add values to new style of thinking. Creativity means different images comes in our mind. Without creativity, people are not able to think in a new way somewhere they are struck up with their childhood behaviors, patterns, structures, concepts and perceptions. That is the reason creativity pattern reflects in multiplicative perception, constructive and design new concepts. There are optimistic people who express usual thoughts, who are motivating and inspiring others. People are imaginative, inventive risk takers and competitors. But their quality is different in extent from one person to another. The creativity depends upon on their originality and creativity. Creativity is the ability of a person to solve a problem in creative manner. With the use of creative knowledge person can solve specific problems. A person needs opportunity to be creative and apply creativity. Creativity accelerates the group of ideas, which we need regularly. For creativity people must have desire to create something new, and people need to have the talent to carry out and emerge this wish and drive.

Creative children are assets to the society. Development and progress in various fields depend on these children. Our educational institutions should aim at the development of creativity in children to prepare them for different walks of life. No nation whether big or small can afford to overlook the importance of creativity in this age of competition. Who survives this competition largely depends upon its creative minds. The creative acts affect enormously not only scientific and technological progress, but society in general. Nations who learn best how to identify, encourage and develop the creative potential in their people may find themselves in a very advantageous position as compared to the nations that are failed to identify and develop the talented mind. Creativity is a basic tool for progress in any society or community. It is so important that any society that wants to make headway in any area of development must not lose sight of it. The conditions of modern day living, characterized by complexity and interdependence, technological and communication advances and rising expectations call for increased levels of creativity (Mars, 1981). The creative talents have the responsibility of transforming the economy so that the populace would benefit from the products of their creative genius. In India the need to develop creativity in the classroom is in a nascent stage and yet to be emphasized in any major educational policy or planning document. The education in India is portrayed as comprising of dull routines, unmotivated teachers, bored students and rote systems of learning. The Indian education system in policy makes no overt recommendations for creativity education to be adopted as an integral part of

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

the schooling experience for a child in India. Therefore, any such initiative can happen only at an individual level and must stem from an ideology or philosophy that believes in creating the space for children to learn creatively. The role that a teacher plays in fostering creativity in her classroom is unquestionable, it is important that her teaching should be added with appropriate teaching mechanisms. Creating a sense of informality to encourage free expression through informal seating arrangements, flexible class timings, group activities, proximity to nature, a vivacious campus and the freedom to express without the fear of being judged are some of the factors which effect the environment of the school and enhance the creative learning.

The term academic achievement is made up of two words- academic and achievement. The term academic has been derived from word academy. The meaning of academy is a school where special types of instructions are imparted. Achievement is synonymous with the accomplishment or proficiency of performance in given skills or body of knowledge. Academic achievement refers to level of success or proficiency attained in some specific area concerning scholastic or academic work. Achievement is one of the most important goals of education. Its measurement encourages the students work hard.

Academic achievement may be defined as the competence of students shown in schools subjects for whom they have taken instructions. Scores for grades assigned to the students on the basis of their performance in the achievement test determine the status of pupil classroom. Achievement is knowledge obtain or skill development in school objects usually designated by test scores by marks assigned by the teachers. This may be expressed as amount of knowledge gained by students in different subjects of study achievement signifies accomplishment or gain or a performance carried out successfully by an individual or a group on the completion of a task whether it be academic, manual, personal or social. Thus achievement means all those behavioral changes which take place in the individual as a result of learning experience of various kinds. Academic achievement is one of the important cases of education. In case of students we judge their knowledge attainment and skills acquired in school subjects which are assessed by the authorities. With the help of examination which can be teacher made or standardized tests. Academic achievement can be measured with the help of tests-verbal or written Academic achievement refers to the knowledge obtained and skills developed in the school subjects. Achievement is defined as measurable behaviour in a standardized series of tests (Simpson and Weiner. 1989). Achievement test is usually constructed and standardized to measure proficiency in school subjects. In most cases,

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

according to them 'accomplishment' is sometimes used in place of "achievement". According to Bruce and Neville (1979) educational achievement is measured by standardized achievement test developed for school subjects. What this means is that academic achievement is measured in relation to what is attained at the end of a course, since it is the accomplishment of medium or long term objective of education. What is important is that the test should be a standardized test to meet national norm. For a test to be standardized, it must be valid for over a period of time

By achievement we also mean proficiency of performance generally measured by standardized task or test. Achievement is generally applied to performance in Educational test rather than psychological test that is it implies demonstration of required ability, skill, knowledge or understanding that inherent capacity. Academic achievement means knowledge, understanding or skill acquired after instructions & training in courses or subjects of study. It is generally measured by means of total mark of the students obtained by them in a particular class examination. Academic achievement depends upon different factors which directly or indirectly influence it, some of them are Intelligence, need, achievement, test anxiety, adjustment, family size, socio-economic status & educational opportunities etc. All these factors play an integrated role in influencing Academic achievement.

Need and Importance of the study

There is a dire need to study the creative abilities and academic achievement among University Students. It has been argued that understanding creative abilities helps understanding its contribution to success at work and in life. Understanding the creative abilities in classrooms enables facilitators of education and classrooms to understand the feelings and emotions of students and thereon change and develop classroom strategies which lead to a better and more comfortable learning environment. The researcher while going through the literature came to the conclusion that only few studies have been carried out on creative abilities and academic achievement among University Students in Kashmir division. The researcher concluded that the maximum field has not been explored and after making a thorough study of different research surveys, journals and other research material, it was found that no research has been taken so far with a broad objective to assess the creative abilities and academic achievement among University Students.

OBJECTIVES OF THE STUDY

The study was conducted with the following objectives:

1. To study the Creative abilities and Academic Achievement of Science and Social Science Students of Kashmir University.
2. To compare Science and Social Science University Students on various factors of Creative abilities.
3. To compare Science and Social Science University Students on Academic Achievement.

HYPOTHESES

The following hypotheses have been formulated for the present study:

1. There is significant difference between Social Science and Science University Students on various factors of Creative abilities.
2. There is significant difference between Social Science and Science University Students on Academic Achievement.

METHODOLOGY

The present study has been completed through descriptive method of research.

The sample for the present study comprised of 200 University Students from various departments of University of Kashmir, 100 University students from Faculty of Science and 100 from Faculty of Social Science, The sample was selected by using simple random sampling technique.

TOOLS USED

The following tools were used for the present study:

1. **Creative Abilities:** Baqer Mehdi`s Non-Verbal Test of Creative Thinking were employed to assess the Creative Abilities of the University Students.
2. **Academic Achievement:** Marks Obtained by the University Students at P.G. 1st Semester and P.G. 2nd Semester was considered as their Academic Achievement.

STATISTICAL TREATMENT

The following statistical treatment has been employed for analysis of the data:

1. Mean
2. S.D
3. t-test

ANALYSIS AND INTERPRETATION OF THE DATA

Table: Showing the mean comparison of Social Science and Science University Students on Creative abilities (N=100 each)

Factor	Group	N	Mean	S.D	t-value	Level of Sig.
Elaboration (N)	Social Science Students	100	49.07	12.24	3.63	Significant at 0.01 level
	Science Students	100	55.75	13.72		
Originality (N)	Social Science Students	100	28.21	8.97	4.93	Significant at 0.01 level
	Science Students	100	34.48	9.03		
Overall Creativity	Social Science Students	100	77.28	17.21	4.18	Significant at 0.01 level
	Science Students	100	90.23	24.33		

The perusal of the above table gives an account of the mean, SD and t-value of Social Science and Science University Students on creativity. A quick look at the table reveals that Social Science and Science University Students differ significantly on both dimensions of creativity i.e. elaboration and originality and t- value (3.63 & 4.93) which both are significant at 0.01 level. Mean difference favours the Science University Students which shows that science university students have better elaboration and originality as compared to Social Science University Students. Further, the above table indicates that there is significant difference between Social Science and Science University Students on their overall scores of creativity and obtained t-value is (4.18) which is significant 0.01 level. As the mean difference favours the Science University Students (90.23). which clearly shows that Science University Students have better creative abilities as compared to Social Science University Students.

In the light of the above evidences, the hypothesis which reads as, ***“There is significant difference between Social Science and Science University Students on various factors of Creative abilities”*** stands accepted.

Table: Showing the mean comparison between Social Science and Science University Students on Academic Achievement (N=100 each group)

Group	\bar{X}	S.D	t-value	Significance
Social Science Students	55.49	10.21	2.02	Sig. at 0.05 level
Science Students	58.55	11.21		

The above table shows the mean comparison between Social Science and Science University Students on the academic achievement. The above table shows that there is significant difference between Social Science and Science University Students on academic achievement and obtained t-value (2.02) which is significant at 0.05 level. The mean favours the Science University Students which clearly shows that the Science University Students have better academic achievement as compared to Social Science University Students.

In the light of the above evidences, the hypothesis which reads as, ***“There is significant difference between Social Science and Science University Students on Academic Achievement”*** stands accepted.

CONCLUSION

Significant difference was found between Social Science and Science University Students on overall scores of creativity as well as on Academic Achievement. It is therefore recommended that a proper organisational climate should be developed in the institutions to develop the creative abilities among the students. There should be a paradigm shift from lecture method to problem solving method and teachers should ensure the involvement of higher mental abilities of the children. There is need of replacement of conventional method by heuristic method so that creative abilities of the child can be enhanced. Management of an organization should develop institutional climate in such a way that encourage the culture of creativity. Teachers need to be flexible in their approach so that students feel free to discuss any point of issue thereby encouraging their divergent thinking ability. It is recommended that the diversified curriculum should be developed in the educational institutions which could enhance the aesthetic appreciation among the students. In order to enhance academic achievement, proper motivation, and attractive teaching learning transaction should be organized.

REFERENCES

- Maphoso, L. S. T., & Mahlo, D. (2014). *Basic facilities and academic achievement: A comparative study between boarding and non-boarding schools. International Journal of Educational Sciences*, 6(2), 309-315.
- Runco M. A., (2007a). *A Hierarchical Framework for the Study of Creativity, New Horizons in Education*, 55 (3) 1-9.
- Simonton, D. K., (1990). *Creativity in the later years: Optimistic prospects for achievement. Gerontologist*, 30(5), 626–631.
- Simpson, J. A. (1989). *The Oxford english dictionary (Vol. 15). Oxford University Press, USA.*
- Subhash Sarkar, and Sangita Banik. (2017). "A study on the adjustment and academic achievement of adolescent students." *International Journal of Research - Granthaalayah*, 5(6), 659-668. <https://doi.org/10.5281/zenodo.825592>.
- Vaishnav, R. S., & Chirayu, K. C. (2013). *Learning style and academic achievement of secondary school students. Voice of Research*, 1(4), 1-4.
- Walton A. P., (2003). *The impact of interpersonal factors on creativity. International Journal of Entrepreneurial Behavior & Research*, 9 (4) 146 – 162.