

## CORRELATION OF CREATIVITY AND ACADEMIC ACHIEVEMENT OF 9<sup>th</sup> Std. STUDENTS - A STUDY

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### Abstract

*A creativity is the major Psychological aspect of individual. Development of creative ability is depending on how we give a chance to students to think in creative ways. Some schools take special efforts to develop these inborn abilities and some schools does not take the efforts. So researchers decided to conduct a survey to find out, is there any difference in creativity on the basis of gender & types of schools and the interactive affect of these parameter on the achievement score of students? For this research, researcher selected 120 students from Sangli city. After collecting and analyzing the data it was concluded that there is a significant difference between the mean scores of creativity of grantable and non grantable school students. There is no interaction effect of gender and school types on creativity. There is no interaction effect of gender and school types on academic achievement.*



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Education is an effective tool for development of nation. Teachers, student and society are the three main pillars of education process... Of these three student and teachers are very important. In this process student's personality is developed. The all round development of student is main objective of education .The development of affective, cognitive and psychomotor domains are expected from education. The effectiveness of education depends on the effective and hardworking teachers and creative pupil.

Each and every animal has little bit of creativity. Doing something different than others is creativity. Teacher's duty is to search the creative children from school and develop their creativity.

Guilford has stated 150 different factors of intelligence of which divergent thinking is of most important and Guilford has called this particular factor as creativity. Guilford says, I believe that creativity and creative productivity extent well beyond the domain of intelligence, Creative thinking is also called as inductive thinking.

Calvin Taylor defined creativity as creativity is that process which results in a novel work that is accepted as tenable to useful or satisfying by a group at some point in time.

Creativity is the thinking process which works in divergent way. Creativity is not the slave of traditional thinking modes and does not work according to traditional way. Different

factors of creativity are sensitivity of problem, fluency, originality, flexibility, synthesis and reconstruction.

Intelligence.

Ninth standard student is about 14-15 years old and this is adolescent stage. This is supposed to be stormy age stage. Student at this stage undergoes tremendous changes, besides he is on carrier corner. After a year he has to decide the direction of his carrier. So this stage is very important to very student and so it is important to study creative nature of student so that proper guidance could be provided to student.

This factor i.e. creativity explained above may have effect on the educational achievement of pupil. So the research is necessary in that direction.

### **Objectives of the study**

- 1) To find out the creativity of 9<sup>th</sup> std. students.
- 2) . To find out the academic achievement score of 9<sup>th</sup> std. students
- 3) To study the relationship among creativity and academic achievement of 9<sup>th</sup> std students.
- 4) To compare the creativity and academic achievement score of 9<sup>th</sup> std. student according to the gender and type of schools.

### **Null hypothesis:-**

- 1) There is no significant co-relation between the scores of creativity and academic achievement.
- 2) There is no significant difference between the mean scores of creativity and academic achievement with respect to gender and types of schools.

### **Methodology:-**

The present study is concerned about the comparison among creativity and academic achievement of 9<sup>th</sup> standard students of Sangli city. So **survey method** is used for the present study.

### **Sampling method:-**

The sample was selected lottery method from simple random sampling method. Out of total schools from Sangli 3 schools were selected by lottery method. From these 3 schools 120(64 male and 56 female students) were selected by simple random sampling method.

**Tools of data collection**

- 1) Passi test of creativity by – B. K. Passi.
- 2) Academic achievement test scores by teachers.

**Statistical Tools used**

- 1) Mean.
- 2) Co-rrelation co-efficient.
- 3) t-test.
- 4) S.D.

**Analysis and Discussion –**

**Table 1 Sample**

Female	Male	Total sample
64	56	120

**Table 2 Correlation between Creativity and Academic Achievement.**

	Creativity	Academic achievement	d.f.	Level of signi.	Table value
Creativity	1	.298*		0.05	0.381
Academic achievement		1	2	0.01	0.487

\* Indicate correlation is significant at 0.05 level (1-tailed)

Table 3 shows that-

There is significant co-relation between. creativity and academic achievement of students of 9<sup>th</sup> std in Sangli city

**Table – 3 Comparison between Male and Female Students on the basis of Creativity, Academic Achievement**

	Gender	N	Meal	Std deviation	t	df	Table t value at 0.01
Creativity	Male	28	40.28	10.16478	0.39	2	9.92
	Female	32	39.31	9.14908			
Academic achievement	Male	28	65.95	10.4709	0.92		
	Female	32	63.50	9.9576			

Table two shows that-

- 1) There is no significant different between the means of creativity of male and female students.
- 2) There is no significant difference between the means of academic achievement of male and female students.

- 3) There is no significant difference between the means IQ percentile of male and female students.

**Table- 4 Comparison among creativity and academic achievement on the basis of school type**

	School Type	N	Mean	Std Deviation	df	t value	Table t value at 0.01
Creativity	Grantable	40	36.45	7.39	2	4.33	9.92
	Non grantable	20	46.40	10.12			
Academic achievement	Grantable	40	64.21	10.32		0.45	

Table – 4 shows that:-

- 1) There are no significant differences between the means of creativity of grantable and non grantable school students.
- 2) There is no significant difference between the means of academic achievement of grantable and non grantable school students.

**Educational Implication:-**

The creativity scores are helpful for understanding the level of creativity of student so the school management and teacher can plan the programs and implement it very effectively to develop the concern ability by doing some concrete work and bother these abilities may help to perform academic best.

**References -**

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