

A Study Of Scholastic Achievement Of High And Low Creative Students

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The study was intended to examine the difference, if any in scholastic achievement of high and low creative students of Kanpur city. The sample consisted 600 students out of which 300 were high creative and 300 low creative students creativity measured by verbal test of Baqer Mehdi and scholastic achievement was measured by percentage of marks obtained by students in their annual exams of class-X. Results revealed that high creative group had high scholastic achievement. In the level of gender high creative boys had better scholastic achievement than their counterpart low creative boys.

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Creativity is the most important attribute of human beings. Creative persons are needed in the every walk of life in the modern world. Such persons are of utmost importance for the technological, aesthetic, cultural and educational progress of a nation. 'Creativity is the key to educational in the fullest sense and to the solution to the mankind's most serious problems" **Congdon P.H. (1980)-**

'It is considered as a natural, healthy and complex phenomenon, involving the ability to see new relationship, to draw open the experiences of the past, add an intuitive flesh and formulating an original idea. The creative person wants to change reality in order to beautify in or to enlarge the field of human knowledge or experience in order to provide usefulness, understanding and perfectibility or to evoke a universal response

Arieti (1978)-

Creativity has different signs such as originality, imagination, sensitivity, adventures, non-conformists. It depends on some personality traits like love of complexity, bold independent judgement, openness to stimuli, a strong motivation for pioneering and growth as much conducive to creativity as freedom from blocks like fear of failure, allergy to antiquity, rigidity, loneliness and being misfit in the class.

When we observe these signs, we find that Ravindra Nath Tagore Bengal's Bard and noble Laureate was misfit at the school. Yet he was very innovative and successful in his life. When viewed this example a question raised in mind that is these any difference is scholastic achievement of high and low creative students.

In our society scholastic achievement is considered as a key criterion to judge one's total potentially and capacities, greater premium is being paid on the scholastic achievement of the students. It depends upon several sociological, psychological and environment aspects. Hence this study is an attempt to investigate the difference in scholastic achievement of creative students.

Objectives-

- (1) To study the difference in scholastic achievement of high and low creative groups of students.
- (2) To study the difference of gender in relation to scholastic achievement between high and low creative students.

Hypothesis-

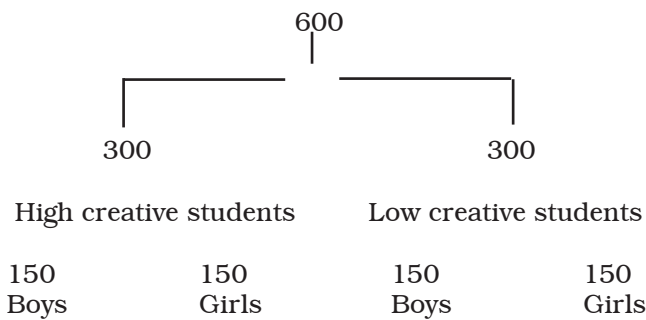
- (1) There is difference is scholastic achievement of high and low creative groups of students.
- (2) There is gender difference between high creative group and low creative group of students in their

scholastic achievement.

Method-

Descriptive survey method was followed. The sample consisted of 600 students of Class-XI from senior secondary schools of Kanpur city. They were categorized high creative and low creative groups (300 students in each group, 150 boys and 150 girls) with the help of creativity test.

Distribution of sample



Tools-

1. Verbal test of creative thinking by Baqer Mehdi (1985)
2. For scholastic achievement percentage of marks scored by students in annual exam of class-X

Results and Discussions-

Table-1

Scholastic Achievement of High & Low creative Groups

	Creativity Groups		Mean Differences	δmD	t-ratios
	LOW	HIGH			
	Mean	Mean	Low-High		
Sch. ach- vmm.	56.260	58.093	-1.833	0.658	2.786**
	*p<.05;** p<.		df=k598		

Details of significant Results-

We find in Table No. 1 that t-ratio is 2.786, which is significant at .01 level of probability i.e. the difference between High and Low creative students in their scholastic achievement is less than 1% by chance. The difference between the two groups is true. Therefore we reject null hypothesis that the difference in scholastic achievement of high and Low group would not be better than chance, and conclude that creativity affect scholastic achievement of students. We find that High creative group of students score high on scholastic achievement.

Table- 2

Scholastic Achievement

Sex	Creativity Levels			
	L	H	Mean D:L-H	t-ratio
G	56.667	58.113	-1.447	1.741
B	55.853	58.073	-2.22	2.171*
Mean D: G-B	-0.813	0.04		
t-ratio	0.898	0.042		df=k298

Details of significant Results-

In Table No. 2 t-ratio for sex and creativity levels are given. The only t-ratio 2.171 is significantly at .05 level. It is at the level of boys that High and Low creative students differ in their scholastic achievement. The trend found is that High creative boys are significantly better in their scholastic achievement than their counterpart Low creative boys. The probability of this difference being by chance is below 5%. Hence in case of boys chance hypothesis of difference, between High creative and Low creative boys in their scholastic achievement is rejected, whereas with girls the null hypothesis of difference is retained because difference in scholastic achievement of high and low creative girls is not better than chance.

The difference between boys and girls at both the level of creativity is not significant at .05 level, so far as scholastic achievement is concerned.

Conclusions:-

On the basis of results it could be concluded that high creative group had high scholastic achievement. In the level of gender high creative boys had higher scholastic achievement than low creative groups.

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