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ACADEMIC ACHIEVEMENT OF PUPIL-TEACHERS IN RELATION TO THEIR CREATIVITY AND CERTAIN DEMOGRAPHIC VARIABLES

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ABSTRACT

This study investigated academic achievement of pupil-teachers in relation to their creativity. For the present study a sample of 100 pupil-teachers were selected randomly. Out of 100 students, 50 male pupil-teachers and 50 female pupil-teachers were selected on purposive basis from two districts of Himachal Pradesh. The results of the study indicated that academic achievement and creativity of pupil-teachers were significantly correlated. Furthermore, there exists no significant difference in the creativity of male and female pupil teachers. On the basis of the findings of this study it is suggested that parents and teachers should also try to provide maximum facilities with the help of which children can create something new in the field of education. Teacher should try to make the classroom environment as stimulating, encouraging and provide other facilities in order to channelise the potentialities and talents in right direction instead of blocking its way.

KEYWORDS: Academic Achievement, Creativity and Pupil-Teachers.

INTRODUCTION

Rapid changes in the flow of information and technology are a challenge that must be faced by a nation to survive and compete with other nations. To face these challenges qualified human resources are required, which must be able to adapt and be able to solve the problems of life with a variety of creative ways so that each individual can survive in this globalization era.

Academic achievement has been considered as an important factor in life. In this rapidly changing world and with the

growing advancement in science and technology, the place of education has become so vital that every parent today sets high goals to educate his/her child.

Creativity is the capacity or ability of an individual to create, discover or produce a new or novel idea or object including the rearrangement or reshaping of what is already known to him which proves to be a unique personal experience. Creativity always moves towards perfection. It makes our life more comfortable, richer and beautiful. Creativity can reflect in almost all human activities. Creativity is a natural talent inherent with almost every human being. As it was considered and conceived in the earlier days, it is not the possession of a select few. If this grace is not properly nurtured and used, the developmental processes may be badly affected and more than that, this explosive energy may be converted to destructive purposes like creativity, achievement motivation is also an important personality factor which can be presumed as a prerequisite for attaining excellence in all walks of life.

Creativity is the ability to make or bring to existence something new, whether a new solution to a problem, a new method or device or a new artistic object or form. **Penick (1992)** described creativity as a process of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements and disharmonies as well as identifying, searching for solutions, making guesses or formulation of hypotheses, and possibly modifying and restating them, and experimenting to find results and finally communicating the results.

Nwazuoke, Olatoye and Oyundoyin (2002) argued that environment where a child finds himself/herself could foster or inhibit creativity. Though a child may have the innate or genetic ability for creativity, yet parents and teachers have roles to play to enhance and foster the creative traits.

Dingledine (2003) asserted that family support, availability of learning materials and social pressures are some of the factors that influence the development of creativity.

Akinboye (2003) pointed out that without creativity, a person is not able to access the fullness of information and resources available but is locked up in old habits, structures, patterns, concepts and perceptions. This is why creativity, generative perception, constructive and design thinking plus innovation should form the basis of any education for sustainable development. Creativity is the confluence of intellectual activity, knowledge, motivation, thinking styles, personality and environment. Creativity should be related to intellectual activity and knowledge.

The problem with our educational system is that students are not taught in a way in a way that enhances creative thinking and the assessment procedures do not reward creativity. This is a serious challenge to our educational system especially the polytechnic education that should encourage exposure to technical skills which can be enhanced through creative thinking.

REVIEW OF RELATED LITERATURE

Kapoor (1996) in his study entitled, "A study of creative thinking ability of high school pupils of Arunachal Pradesh in relation to their sex and academic achievement", found that the mean scores of high and low achievers did not differ significantly on the variable of creativity.

Panda (1997) in his study found positive and significant correlation between academic achievement and creativity.

Bajwa (1998) found that all the measures of verbal and non-verbal creativity except non – verbal elaboration were positively

and significantly related to academic achievement in Physics.

Agarwal and Agarwal (1999) investigated the sex-difference in creativity of school going children. The findings of the study indicated that boys were more creative than girls and there was significant difference between two groups.

Singh (2006) found that academic achievements of students were significantly related to creativity. The results of the study indicated that high creative students' achievement were higher as compared to low creative students. Furthermore, he concluded that originality measure of verbal creativity has significant relationship with academic achievement of the students in fine arts.

Reddy (2008) concluded that male and female student teachers did not differ significantly with regard to verbal, non-verbal and in their composite creativity.

Alam (2009) found significant positive correlation between academic achievement and creativity. This positive correlation indicated that creativity and academic achievement are directly proportional to each other. Furthermore, he found that there is a significant difference at 0.01 level between boys and girls on the measure of creativity.

NEED AND SIGNIFICANCE OF THE PROBLEM

Today, each learner has to face many competitions in his life. To fight with these competitions academic achievement is essential for students. Academic achievement is the outcome of general and specific learning experiences. It is actually the competency shown by the students in the subjects, which he has learnt in the education institutions. Apart from this, continuous appraisal of academic achievement is now being increasingly pleaded since all education has become achievement oriented. A creative person may not necessarily be a high achiever in school. In searching for people to carry out tasks that involve high creativity, level of academic achievement should not be the only requirement for selection. It is strongly argued that ranking of students, whether in marks or grades or in some other index, is necessary for effective teaching and learning, for classification, guidance and direction of efforts and measurement of educational performance. Most crucial problem of education now is how to cater to the individual differences so that teaching may be made more meaning and adaptive for all students. It is very important for the teacher to know the creativity level of students. Up to what extent the creativity of students affects their academic achievement. Today creativity is important for our personal, social, economic and cultural well-being. In our educational system, creativity in the student is mostly neglected. Teachers in the schools are so busy in their academic routine that they find little time to think of creativity and the means to foster it. So, whole responsibility lies on the shoulders of pupil-teachers as they are the nation builders and they have to find ways and means to foster creativity in children otherwise we fail to educate them as whole and complete individuals.

OBJECTIVES OF THE STUDY

1. To study the academic achievement of pupil-teachers in relation to their creativity.
2. To study the difference in the academic achievement of male and female pupil-teachers.
3. To study the difference in the creativity of male and female pupil-teachers.

HYPOTHESES OF THE STUDY

1. There is no significant relationship between academic achievement and creativity of pupil-teachers.
2. There is no significant difference in the academic achievement of male and female pupil-teachers.
3. There is no significant difference in the academic achievement of male and female pupil-teachers.

METHOD

In the present study, **Descriptive Survey Method** was undertaken.

SAMPLE

For the present study a sample of 100 pupil-teachers were selected randomly. Out of 100 students, 50 male pupil-teachers and 50 female pupil-teachers were selected on purposive basis from two districts i.e. Hamirpur and Bilaspur of Himachal Pradesh.

Tool Used:-

In the present investigation **Verbal Test of Creative Thinking** developed by Baqer Mehdi (1985) was used.

Statistical Techniques Used:-

The statistical techniques were used by the investigator such as Mean, S.D. and t-ratio and co-relation.

ANALYSIS AND INTERPRETATION

Hypothesis-I: There exists no significant relationship between academic achievement and creativity of pupil-teachers.

Table no. 1.1 Showing the co-efficient of correlation between academic achievement and creativity of pupil-teachers

Variables	N	Co-efficient of correlation
Academic Achievement	100	0.27
Creativity		

Table 1.1 represents the co-efficient of correlation (r) between creativity and academic achievement of pupil-teachers is 0.27 which is significant at both level i.e. 0.05 as well as 0.01 level of significance. This indicates that creativity is significantly related to academic achievement of pupil-teachers. Hence the hypothesis-I, **"There exists no significant relationship between creativity and academic achievement of pupil-teachers",** is rejected.

Hypothesis-II: There exists no significant difference in the academic achievement of male and female pupil-teachers.

Table no. 1.2 Showing the mean scores of academic achievement of male and female pupil-teachers

Gender	N	Mean	SD	t-value
Male	50	60.40	7.52	11.06
Female	50	67.43	4.93	

Table 1.2 shows the mean scores on academic achievement of male and female pupil-teachers are 60.40 and 67.43 and SD's are 7.52 and 4.93. The entries in the table indicates that mean scores on academic achievement of female pupil-teachers is higher than male pupi-teachers. The t-value is 11.06 which is highly significant at levels 0.01 level of significance. Thus it may conclude that there is significant difference in the academic achievement of male and female pupil-teachers. Hence the hypothesis-II **"There exists no significant difference in academic achievement of male and female pupil-teachers",** is rejected.

Hypothesis-III: There exists no significant difference in the creativity of male and female pupil teachers.

Table no. 1.3 Showing the mean scores of creativity of male and female pupil-teachers

Gender	N	Mean	SD	t-value
Male	50	66.90	6.94	5.10
Female	50	61.01	7.95	

Table 1.3 shows mean scores on creativity of male and female pupil teachers are 66.90 and 61.01 and S.Ds are 6.94 and 7.95 respectively. The t-value is found 5.10, which is statistically significant at level 0.01 level of significance. This indicated that there exists significant difference in the creativity of male and female pupil teachers. Hence, hypothesis-III, **"There exists no significant difference in the creativity of male and female pupil teachers,"** stands rejected.

CONCLUSION

Creativity influences the academic achievement of pupil-teachers. It has positive correlation with l achievement of pupil-teachers. Therefore, parents and teachers should provide congenial and free home and school environment to their children so that they can produce some original solutions to the problems of day to day life activities. In this way, they may be able to device some new innovative techniques to solve problems of life in a simple way. Parents and teachers should also try to provide maximum facilities with the help of which children can create something new in the field of education. Teacher should try to make the classroom environment as stimulating, encouraging and provide other facilities in order to channelise the potentialities and talents in right direction instead of blocking its way.

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