

An Impact of Creativity & Intelligence of Secondary School Students in Relation to Academic Performance

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Abstract: *Our study was directed to investigate the relationship amongst creativity and intelligence with academic Achievement. This engaging -connection study was performed on 100 male and female students from Urban & Rural areas understudies of Secondary school who were chosen by me with help of technique random sampling. Data Information was gathered with help of survey of insight and imaginative considering. The mean scores of understudies were utilized as a list of scholarly accomplishment. Information was dissected by graphic measurements, autonomous t-test, Pearson connection coefficient and different relapses utilizing SPSS. There is no critical relationship amongst knowledge and scholarly accomplishment, yet the relationship between innovative deduction and scholastic accomplishment was sure and noteworthy. Among the parts of passionate knowledge and imaginative considering, the relationship between social mindfulness and familiarity with scholarly accomplishment were huge. There was no huge distinction amongst insight and innovative considering scores male and female understudies. The aim of this research is to examine if a relationship exists between creativity and academic achievement and if the relationship differs between males and females students. Two research questions are analyzed in this study: (1) what is the relationship between different aspects of creativity and academic achievement? (2) Is there any significant gender differences regarding the relationship between different aspects of creativity and academic achievement?*

Keywords: *intelligence, creative thinking, academic achievement, Secondary School.*

I. Introduction

Education is profoundly established with society and it can't be destroyed in any capacity. Creativity, innovation, intelligence, information, mindfulness, abilities, values, intrigue, bent, inventiveness, knowledge and dispositions procured through instruction upgrades the sought personal satisfaction. This quality could be expanded with the nature of instruction with the improvement of the mental factors in that capacity the insight, innovativeness, self-idea and others. The innovativeness has improved the personal satisfaction and each part of life. Any individual has inward capacity to consider new thoughts and arrangements of an issue. A few people can demonstrate their capacities and some can't because of absence of legitimate direction, certainty, environment, motivation and different considers yet truth, if an individual needs to be effective the need is the force of speculation in various ways. In mental terms this reasoning force is known as innovativeness. The most imperative part of innovativeness is the capacity to think or envision in an unexpected way. In any phase of instruction this part of inventiveness could be found.

The general public needs to deal with the innovativeness among each individual right from the adolescence and make progress toward its improvement among the individual's privilege from the primary phase of the formal training. In the Indian arrangement of schooling, there are a few phases of education accordingly the essential, auxiliary, higher optional and advanced education. Of the diverse phases of education, the secondary school assumes an essential part in schooling and the advancement of the person. Thus it is critical to build up the inventiveness of the secondary school understudies at this level. In addition it is conceivable that innovativeness might be influenced by gender, kind of school, self-idea, knowledge and different factors identified with the secondary school understudy. With a specific end goal to attach their creativity and innovation, it is important to know the level of innovativeness and the impact of these factors on the inventiveness of the secondary school understudies. Insight edges in the connections amongst creativity and intelligence have been researched as far back as Torrance (1962) and Yamamoto (1964ab) reported contrasts in these relationships in the knowledge continuum. A few studies (Preckel, Holling and Wiese, 2006, Kim, 2005 and Runco and Albert, 1986) have shown a nonappearance of these varieties over the insight continuum. Considers have likewise explored insight edges in the connections including innovativeness, knowledge and scholarly accomplishment (Torrance, 1959, 1960; Getzels and Jackson, 1962, and Yamamoto, 1964ab). While the larger part of these studies show positive connections amongst innovativeness and scholastic accomplishment, some did not. These studies were fundamentally in light of Bhopal Region study.

Looking to the parts of creativity the present examination tries to know the measure of creativity and intelligence in the secondary school understudies and the way the innovativeness and its segments are identified with different elements. Achievement symbolism in dream appears as musings about playing out some assignment well, of here and there being hindered, of attempting different method for accomplishing, and of encountering delight or bitterness dependent upon the result of the exertion. In the present study the accomplishment inspiration alludes to the endeavors an individual advances concerning the diverse circumstances in the encompassing to be assessed in connection to some standard of perfection. As indicated by Dagar B. S. (1982), individuals at different levels of anxiety did not give indistinguishable or comparative imaginative reactions. The adaptability, familiarity and inventive deduction scores at various levels of tension did not contrast altogether among themselves. Guys and females did not contrast as respects imaginative deduction capacities. The investigation of Singh O. P. (1982) says that the mean inventiveness scores of the urban understudies were higher than that of the understudies from rustic zones. The mean innovativeness scores of science understudies were higher than that of expressions students.

Thilangvathe T. (1990) announces that the high achievers secured higher mean scores than the normal and low achievers in innovativeness. Jaiswal V.K. (1997) said that tension overall was contrarily connected with imagination and its element, for example, familiarity adaptability and innovation. There was no huge relationship amongst anxiety and creativity in the female sample. The female instructor learners were fundamentally better than the male students on familiarity and adaptability. There was no critical sex difference on composite imagination scores. There was no noteworthy scholarly gathering contrast in the female example on creativity scores. There was no distinction in the creativity scores of the instructor students having a place with the urban and the rural areas.

II. Review of Literature

Getzels and Jackson's (1962) concentrate on attracted reactions as to its plan and the inspecting methods utilized. However, the instructive ramifications of Getzels and Jackson's study were verifiable. A few research concentrates on duplicated the study on different examples. **Torrance (1962)**, for instance, attempted eight replications of this well-known study. Five of these studies were on primary school understudies, one at secondary school level and two at graduate level. It was found that six of these studies bolstered the discoveries of Getzels and Jackson that imagination is identified with scholarly accomplishment. The two discrepant studies demonstrated that innovative and creativity might be subject to different components, for example, the scope of insight of the sample considered and the kind of school the understudies went to.

Yamamoto (1964a) duplicated Getzels and Jackson's (1962) study on 272 ninth through twelfth grade understudies of the University of Minnesota High School. The understudies in every review were assembled into three gatherings in light of their level of inventiveness and insight scores. The gatherings were the high knowledge amass (involving understudies in the upper 20% on IQ yet not in the upper 20% on imagination scores), the high inventive gathering (containing understudies in the upper 20% on innovativeness scores yet not in the upper 20% on IQ) and the high keen high innovative gathering which included understudies in the upper 20% on both the I.Q. what's more, inventiveness measures. On examining the scholarly accomplishment scores of these gatherings, Yamamoto (1964a) found no distinction in scholastic accomplishment between the high creatives and the high I.Q. bunches despite the fact that there was a mean contrast of twenty I.Q. focuses. The creative appear to have the capacity to "adjust" for what they need in insight by their innovative capacity to accomplish comparative level of scholarly accomplishment.

Rogers (1961), says that maybe the most crucial state of imagination is that the source or locus of evaluative judgment is inward. As indicated by Rhodes (1961), innovative and intelligence is a demonstration of two sections, the initial segment comprises of getting a thought and the second part includes articulating, i.e. putting every thought into frame. In the present study the aggregate of familiarity, adaptability and the innovation in an individual is called inventiveness.

Wechsler (1939) considers it as the total or worldwide limit of the person to act intentionally, to think judiciously, and to bargain adequately with environment.

Gardner (1986) says that it is the capacity or aptitude to tackle issues or to form items that are esteemed inside at least one social setting. In the present study the verbal and non-verbal capacity of the person concerning their verbal, spatial, numerical, word familiarity, thinking, discernment and general capacity is called insight. As indicated by **Watson (1925)** tension is a flag which reports that there is risk and individual is expecting a circumstance of weakness to set in Bhoapl. In the present study nervousness implies the mental status of the

person with reference to his sympathy toward the self and the happenings and occasions in the surroundings whether it is physical, physiological, social, mental and mental or a blend of all.

Carl Rogers (1947) in his hypothesis of self-idea presented whole arrangement of helping worked around the significance of the self. In Rogers see the self is the focal fixing in human identity and individual conformity. Rogers portrayed the self as a social item, creating out of interpersonal connections and taking a stab at consistency. In the present study the self-idea alludes to the thoughts, emotions and state of mind that the individual bears for self. Different specialists like **Ahrens (1962)**, **Jacobson (1966)**, **Lucht (1963)**, **Feldhusen, Treffinger and Elias (1970)** have turned out in support of the Getzels and Jackson marvel. Specialists who utilized the Grade Point Average as a measure of scholarly accomplishment, to be specific, Taylor (1958), Nuss (1961), Parker (1979), Wilson (1968) and Cline, Richards and Needham (1963) have likewise reported results reliable with the discoveries of Getzels and Jackson.

In any case, there are studies that did not bolster the Getzels and Jackson wonder of proportionate accomplishment of the high imaginative and the high I.Q bunches. Among the soonest were the discrepant studies reported by Torrance (1962) in light of his replications of the Getzels and Jackson's study. Numerous reasons were advanced to clarify this. Among them were the lower level of insight among the subjects concentrated on, the various types of scholastic capacity measured and to the nearness of an I.Q. edge in the relationship amongst innovativeness and scholastic accomplishment.

III. Objectives of the Study

- To study the level of creativity and intelligence of secondary school students in rural & urban areas in relation to academic performance.
- To study the level of achievement motivation of secondary school students in rural & urban areas in relation to academic performance.

Research Methodology

In order to carry out any research investigation, there is a need of a systematic method and to adopt a well-defined procedure for each and every research. There is also a need methodology of any research constitutes the selection of representative sample of the universe or the general population, application of the appropriate research tools and the techniques. To fulfill the objectives of our study following methodology will use for the study and report preparation.

Research Design

Research Design refers to pattern or an outline of a research proposal. It comprises a series of prior decision that is taken together and provides a plan for executive a research report.

As different school will covered in the study, so it will be altogether a self-reported survey and research design to conduct the study will be a survey design.

Sources of Data

Both primary and secondary methods will be used for collection of data. Structured questionnaire will be used as primary source of collecting data for the completion of study. The questionnaire will comprise different parts. Annual reports, Library research (articles, journals, dissertations books, accessed database, etc.) will be used as secondary source for collecting data.

Sample Technique

*Non Probability sampling

Convenient Sampling will be the type of sampling which will be used to collect the data from the respondents. Schools in Bhoapl will be covered as the area for the research work.

Sample Unit

Government Schools

Sample Size

100 Respondents

Sampling Area

Bhopal (Rural& Urban Areas)

Research Instruments

Research instrument serve as measurement tools. Research instrument will include as questionnaire, personal interview, observation, self-report instrument or scale etc.

Research Design

The examination plan portrays exactly what must be done, how it will be done, what information will be required, what information gathering gadgets will be utilized, how wellsprings of information will be chosen, and how the information will be investigated and conclusions be drawn. The study is restricted to secondary school understudies of Bhopal District. The study is restricted to Hindi medium secondary school understudies.

In the present research the Hindi medium secondary school understudies of Bhopal frame the number of inhabitants in the study and the 100 Hindi medium secondary school understudies of Bhopal chose by group multistage testing structure the specimen of the study. In the present research, innovativeness is the reliant variable while the insight, accomplishment inspiration, tension, self-idea, sex, and region are autonomous factors. To gather the information from the specimen the institutionalized apparatuses accessible in Hindi were utilized. Looking to the economy of time, cash and vitality the overview technique was utilized. The information was gathered by pre-chosen instruments with mindfulness. Similar information was then assembled and broke down connection.

Data Analysis And Interpretation

Table: 1- Means and Standard Deviations of Academic Performance Scores of Subgroups Formed Based on IQ and Creativity Scores and the Total Sample

Groups	Mean	IQ	Creativity	Academic Performance
Girls (Urban)	Mean	142.00	370.81	149.48
	Std. Dev.	10.00	35.16	21.33
Boys (Rural)	Mean	105.00	481.12	141.31
	Std. Dev.	14.00	46.88	25.60
Girls(Rural)	Mean	146.00	381.81	150.34
	Std. Dev.	13.00	22.56	20.55
Boys(Urban)	Mean	104.00	378.87	137.01
	Std. Dev.	6.00	41.60	23.91
Total Sample	Mean	104.67	410.80	160.00
	Std. Dev.	24.19	65.82	25.09

Table: 1- Means and Standard Deviations of Academic Performance Scores of Subgroups Formed Based on IQ and Creativity Scores and the Total Sample.

Interpretation

Table 1 shows the means and standard deviations of IQ, creativity and academic achievement of the four groups. These four groups were then compared on their academic achievement. Scores using One-way Analyses of Variance. The level of significance was set at $p < .05$. The results are shown in Tables 2.

Table: -2 Mean Academic Performance Differences of Intelligence – Creativity Groups

Groups	Boys (Rural)	Girls(Rural)	Boys(Urban)
Girls (Urban)	7.27	-.74	11.37*
Boys (Rural)		-8.03	4.20
Girls(Rural)			12.63*

* Significant at $p < .05$

Findings of the Study

The mean score of innovativeness of the secondary school understudies of Bhopal is 481.12 which demonstrate that around 65.82% of the secondary school understudies of Ahmedabad bear more than the normal imagination. Assist around 46.88%, 35.16. %, 22.56.6%. 51.4% and 53.7% of the secondary school understudies of Bhopal bear more than the normal accomplishment, insight, accomplishment inspiration, tension and self-idea individually. There exists critical distinction among the mean scores of innovativeness of the secondary school understudies of Ahmedabad with various levels of insight. In this way, one might say that knowledge influences the innovative and intelligence. There exists no critical distinction between the mean scores of innovativeness of the secondary school understudies of Bhopal with various levels of accomplishment inspiration. It demonstrates that the accomplishment inspiration does not influence innovativeness. There exists critical distinction between the mean scores of innovativeness of the secondary school understudies of Ahmedabad with various levels of tension. It shows that nervousness influences the inventiveness. There exists no critical distinction in innovativeness of the secondary school understudies of Bhopal as for their sexual orientation. It illuminates that the sexual orientation does not influence the innovativeness.

Suggestions of the Study

Endeavors ought to be done to upgrade and create imagination also its segments. Extraordinary projects for the same ought to be led. Congratulating and inspiration for the innovative activities ought not to be postponed rather be unconstrained. Insight, uneasiness, self-idea, and accomplishment being the influencing components of imagination; care ought to be taken to improve knowledge, accomplishment and self-idea to create innovativeness. An educator can do this by applying legitimate showing techniques, showing helps, guarantee healing measures, apply particular correspondence designs according to individual contrasts and by

discovering variables influencing accomplishment. Inventiveness is decidedly connected with knowledge, accomplishment inspiration, accomplishment and self-idea. Consequently more the knowledge, accomplishment inspiration, accomplishment and self-idea higher will be the innovativeness. Thus ventures to build insight, accomplishment inspiration, accomplishment and self-idea ought to be taken

IV. Conclusion

The outcomes proclaim 46.8% of the secondary school understudies of Bhopal to shoulder more than the normal inventiveness. Intelligence, creativity, tension, and self-idea influence the inventiveness. Inventiveness is emphatically connected with knowledge, accomplishment inspiration, and self-idea. Negative connection exists of tension with innovativeness. Their outcome been demonstrated guys give altogether and higher assessments than females for general over inventiveness study's Sophie et al, (2006) likewise uncovered sex contrasts on the subtests of the innovativeness test were owing to sex distinction when all is said in done creativity and intelligence. Guys outflanked than females on subtests (data, math and grid thinking), while females execution was superior to guys just on digit of image substitution obviously; this exploration has a few constraints. One is the measure of scholarly accomplishment for this study was aggregate review point normal another impediment was the quantity of this current study's subjects there were 60 understudies just to close this study demonstrates that the connection amongst creativity and intelligence and academic achievement is mind boggling. In the event that may fluctuate by sexual orientation and by the innovative measure utilized. On the off chance that could be follow up study must take a gander at another issues that are huge for an enhance comprehension of imagination.

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