Journal of Advances and Scholarly Researches in Allied Education
Vol. 15, Issue No. 9, October-2018, ISSN 2230-7540

Classroom Creativity and Its Impact on Academic Achievement In Relation To Intelligence amongst Senior Secondary School Students

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Abstract – School education is an important segment of the total educational system contributing significantly to the individual as well as to national development. A good school provides environment conducive for development of cognitive, affective and psychomotor domains for all round development of individuals.

Keywords: School's Environment, Creativity, Activities

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1. INTRODUCTION

A school's environment is the thread that connects the multitude of activities on a campus. In many respects this thread is almost invisible, yet everyone experiences its influence. A school's physical environment includes the school building and the surrounding environs such as noise, temperature, and lighting as well as physical, biological, or chemical agents. The psycho-social school environment encompasses the attitudes, feelings, and values of students and staff. Physical and psychological safety, positive interpersonal relationships, recognition of the needs and success of the individual, and support for learning are all part of the psychosocial environment. Other factors that can affect a school's environment include: the economy; social, cultural, and religious influences; geography; socioeconomic status of students' families and legal, political, and social institutions

The School environment can have a dramatic impact on how students learn. It can affect mood, motivation, creativity and productivity of students- positively or negatively

Creativity is a mental and social process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. The process of either conscious or unconscious insight fuels creativity. An alternative conception of creativity is that it is simply the act of making something new. Good education proper care and provision of opportunities for creative expression inspires, stimulate and sharpen creative minds. Creativity encourages and demands complete freedom to accept and express the varied responses. A positive environment or situation that is open, democratic and free may be said to contribute positively to the development of creative potential. On the other hand, a closed society, culture or situation may act as a strong deterrent to the development of initiative within the individual.

Study habits can be interpreted as the planned programme of subject matter mastery. Learning how to study involves putting away the habits and ideas which have made study unpleasant and burdensome, and taking on habits and ideas which make study more pleasant and fruitful. Why does one individual learn more quickly and thoroughly than others? The main reason for inefficiency in learning is one's carelessness and ineffective study habits. According to New Standard Dictionary of Education, study habits mean theme setting of subject to be learned and investigated, and the tendency of pupils or students to study when the opportunity is given. Effective and successful study consists of more than merely memorizing facts. It calls for knowing where and how to obtain important information and ability to make intelligent use of it.

The effective habits of study include plan/place, a definite time table and taking brief of well organized notes. To study successfully a student must decide what information is important and then form the opinions concerning it. All these things must be

done to the best of his ability in the shortest possible span of time. Because, knowledge is very important to every person, hence it is wise to learn how to study in the most effective way. Experts are agreed that great success in the field of knowledge is attributed to good and consistent study habits.

2. LITERATURE REVIEW

Dhall et al. (2009): Studied intelligence as related to self confidence and academic achievement of school students with the objective to explore the relationship between intelligence and academic achievement among secondary school students by taking a sample of 1000 students and found that there was a significant relationship between academic achievement and intelligence of secondary school students; there existed a significant difference between boys and girls of secondary school in terms of intelligence; there existed significant difference between boys and girls of secondary school in terms of academic achievement.

Gurubasappa (2009): Studied intelligence and self concept as correlates of academic achievement of secondary school students with the objective to find out the relationship between academic achievement with intelligence and self concept by taking a sample of 400 students and found that there was high significant correlation between academic achievement with intelligence and self concept; there was significant difference in the academic achievement of students with different levels of intelligence and self concept; there was significant difference in the academic achievement of students in context of gender, type of school, medium of instruction, locality and socio economic status.

Singh (2010): Studied mental health in relation to spiritual intelligence, altruism, school environment and academic achievement of senior secondary students and found that male students had significantly higher level of academic achievement than female students; students residing in urban area had significantly higher academic achievement than students residing in rural area; academic achievement of students studying in aided schools was significantly higher than students studying in government schools; academic achievement of students studying in unaided schools was significantly higher than students studying in government school; academic achievement of students studying in aided schools was significantly higher than students studying in unaided schools.

Vyas (2002): Studied learning style, mental ability, academic performance and other ecological correlates of under graduate adolescent girls with the objective to study the effect of ecological correlates on the academic performance of girls students by taking a sample of 545 adolescent girls and found that most of the girls showed academic attainment of average level; no significant difference in the achievement of girls belonging to arts and science group; there was significant difference in the learning style and mental abilities of girls residing in urban and rural area

Kaur (1992: Studied the interrelationship between creativity, intelligence and academic achievement of 11th grade boys and found that relationship between creativity and intelligence was low but positive; academic achievement commonly influenced the correlation between creativity and intelligence; relationship between creativity and intelligence was non linear; low positive relationship existed between creativity and academic achievement; creativity commonly influenced the correlation between academic achievement and intelligence; the relationship between intelligence and academic achievement was linear.

Diseth (2003): Compared intelligence and academic achievement of adolescent boys and girls of IX and XI class and found that among students of class XI there was no difference in the academic achievement of intellectually superior and intellectually very superior boys and girls; at other intellectual levels the academic achievement of girls was superior to that of boys. In general the intelligence test scores of boys was higher than those for the girls; in case of boys there was very high correlation between intelligence test scores and academic achievement whereas in case of girls there was average correlation.

Subramanyam et al. (2008): Studied academic achievement and emotional intelligence of secondary school children and found that there was no significant difference with regard to the impact of gender on emotional intelligence and academic achievement, besides there being no relation between academic achievement and emotional intelligence.

Goel (2004) instigated the effect of home environment on educational aspirations. The sample of the study comprised 100 students (50 boys and 50girls) of intermediate classes in age groups of 16-20 years. The results revealed that girls had much higher educational aspiration than boys. Boys felt more rejected with the autocratic atmosphere at home in comparison to girls who experienced more nurturance than boys

Pande & Nanda (2005) conducted a study to find the impact of different environment of nursery school on the school readiness of children. The sample comprised of 60 children attending different level of quality of nursery school education in terms of school environment (good/average/poor). The children were taken randomly from 12 nursery schools of Ludhiana district in Punjab. Results revealed that good school environment improved the level of school readiness of children

Narula (2007) in her study on a sample of 700 students of ninth class studying in senior secondary schools of Punjab concluded significant positive correlation between the variables of creativity and academic achievement. Significant difference was also obtained between the creativity of boys and girlsat 0.01 level of significance.

Panigrahi (2005): Studied academic achievement in relation to intelligence and socioeconomic status of high school students with the objective to examine the influence of intelligence and socioeconomic status on academic achievement of high school students by taking a sample of 100 students from Bhubaneshwar city of Orissa and found that there was significant and positive correlation between academic achievement and intelligence; high intelligence leads to better academic success; a low positive correlation between academic achievement and socioeconomic status; there was no significant difference between boys and girls with respect to academic achievement.

Gafoor et al. (2008): Studied thinking styles and achievement of higher secondary students and found that there was influence of external (positively) and conservative (negatively) thinking on achievement in physics. Also thinking styles had significant influence on achievement in physics.

Sridevi et al. (2008): Studied relationship of emotional intelligence, adjustment, self concept and scholastic achievement of higher secondary students and found that there was a positive relationship between emotional intelligence, adjustment, self concept achievement of higher secondary students

Pandey et al. (2008): Studied significance of difference between male and female adolescents on academic performance, achievement motivation, intelligence and socio economic status and found that there was no significant difference between male and female adolescents on the measure of academic performance.

3. CREATIVITY IN THE CLASSROOM

When designing learning experiences, teachers can plan and frame curriculum and provide tools that give students options, voice, and choice in order to enable them to be creative. In my work in schools, I've found four things that successful teachers do to develop creativity in their students.

1. Set up learning activities that allow students to explore their creativity in relevant, interesting, and worthwhile ways

Classroom example: Fourth-grade students are presented with a sample of rocks. They are to devise tests to determine what kind of rocks they have based on the definitions they've studied. Students find their own ways to determine differences in hardness, color, and shapes.

Another classroom example: A kindergarten class creates a new illustrated book each week that celebrates a different member of the class or an adult at the school. Each book is full of pages drawn by each student. They have the full liberty of depicting what the person likes and how they perceive him or her.

2. Value creativity and celebrate and reward it

Classroom example: Third-grade students are learning about polygons and to see if they know the concept, the teacher takes them outside and gives each student a sidewalk chalk. Each student is given the task of drawing several examples of polygons on the driveway.

Once the students have accomplished this, the teacher tells the students to transform those shapes into something they love. The students want to show everyone their geometric-based kittens, robots, and dragons and then have an opportunity to explain to the whole class why they liked them.

3. Teach students the other skills they need to be creative

Classroom example: A second-grade class is learning about the concept of freezing. The teacher asks one question to get them started, "Does only water freeze?" The students then design an experiment to determine what other things freeze. The limit is that they can only use what they have in the classroom at the time.

The students come up with a list of things that they will leave outside to see if they freeze: water, juice, vinegar, glue, glass cleaner, toothpaste, and paper. Some suggestions they decide are already solids and shouldn't go outside: pencils, erasers, and books (but somehow paper stays on the test list). The next day, they discuss their findings and have engaging conversations about why the paper is stiff and the vinegar has not frozen.

The initial discussion among students about what might freeze fosters skills such as advocating for one's ideas and compromising. The follow-up discussion encourages deductive reasoning and active listening.

4. Remove constraints for creativity and give the students space and a framework in which they can be creative

Classroom example: A sixth-grade class produces Halloween costume plays. In order to wear

costumes to school, the students have to write a play that incorporates each of their characters into a plot and then present the play. For instance, they have to come up with how a giant soda can and the superhero Wonder Woman will interact. The students love the challenge.

4. RESULTS AND DISCUSSION

Academic achievement of senior secondary school students in relation to creativity

The mean and 't' score of female senior secondary school students

Group	N	Mean	S. D.	't' value
Creativity	108	50.81	5.66	20.133**
**Significant at 0.01 level of significance				

Table reveals that 't' value between urban senior secondary school students having low and high creativity ('t' = 19.671) is significant at 0.01 level. In the context of mean scores, it was found that mean score of secondary school students having high creativity is higher than mean scores of senior secondary school students having creativity. Hence, the null hypothesis framed earlier, "There is no significant difference in academic achievement of senior secondary school students in relation to their creativity" is not retained. This shows that urban students having creativity have better academic achievement.

CONCLUSION

The study revealed that significant difference was found in academic achievement of senior secondary school students in relation to their Creativity. This shows that students having creativity have better academic achievement than students having no creativity

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