CREATIVITY OF 10TH STANDARD STUDENTS OF AHMEDABAD CITY IN RELATION TO THEIR ACHIEVEMENT

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Abstract

In this study the researcher has collected data from 672 students of 10ᵗʰ standard studying in Gujarati medium of Ahmedabad City. The data was collected by using the standardized tool, devised by Dr. R.S. Patel. The tool was in Gujarati language. The data was collected by using survey method. The interpretation of data was done with statistical method, which includes mean, standard deviation (S.D.) and t-test. After that the findings have been presented as a result from analysis and interpretation of data.
Keywords: *Creativity, 10ᵗʰ Standard Students, Achievement*

We are living in the era of information and communication technology. The invention of today becomes old one or outdated on tomorrow. The people with new ideas, new thoughts, and new discoveries are in great demand. Any individual has inner ability to think new ideas and solution of the problem. Some people can show their abilities and some can't. this happens because of the lack of proper guidance, confidence, environment, motivation and many other factors. As a consequence they can't achieve, whatever they want to achieve in their life. A successful person must have a power of thinking in different ways. In psychological term this unusual thinking power is called *Creativity*. Another most important thing is that if an individual is able to think or imagine in different way then it becomes our duty to provide that person a platform to show its creativity to the world. We know that school is the second home, it can be the best platform for an individual or particular learner to show his creativity. A teacher, who plays important role in the school as well as in the life of learner can be very helpful for a learner to show its hidden creativity to others by giving them some project work, assignments, and participation in co-curricular activities etc. by this the teacher can come to know about the creativity of the learner/student in a specific field. By giving positive motivation and by providing the required environment, a teacher can convert a learner to a great achiever. In this connection the creativity is a medium to convert a common learner to a grand achiever. Following is the figure showing the relationship between creativity and achievement. Creativity Invention (Type of Achievement); New original ideas; Thinking application is possible or not; Thinking about application of that idea; Process of generating information; Collecting related information; Generating new ideas. By using creativity an individual can discover something original and new. This invention again motivates an individual to think again and again to do some creative work. In this way creativity and achievement has dual relationship.

Achievement Creativity Objectives

To study the relationship between creativity and achievement of 10ᵗʰ standard students of Ahmedabad City; To study the effect of achievement on creativity of 10ᵗʰ standard students of Ahmedabad City; To study the effect of gender on creativity of 10ᵗʰ standard students of Ahmedabad City; To study the effect of type of school on creativity of 10ᵗʰ standard students of Ahmedabad City; To study the effect of type of zone on creativity of 10ᵗʰ standard students of Ahmedabad City; To study the effect of type of family on creativity of 10ᵗʰ standard students of Ahmedabad City.

Variables: There are two types of variables. The classification of variables is done in following table.

Serial number	Type of Variable	Variables
1	Dependent variable	Creativity
2	Independent variable	Achievement
3	Independent variable	Gender
4	Independent variable	Type of school
5	Independent variable	Type of zone
6	Independent variable	Type of family

Hypothesis: Ho_1: There will be no significant difference between the mean scores of creativity and achievement of 10th standard students of Ahmedabad City; Ho_2: There will be no significant difference between the mean scores of creativity of high and low achievers of 10th standard students of Ahmedabad City; Ho_3: There will be no significant difference between the mean scores of creativity of male and female students of 10th standard of Ahmedabad City; Ho_4: There will be no significant difference between the mean scores of creativity of 10th standard students studying in Granted and Non- granted schools of Ahmedabad City; Ho_5: There will be no significant difference between the mean scores of creativity of 10th standard students studying in north and south zone of Ahmedabad City; Ho_6: There will be no significant difference between the mean scores of creativity of 10th standard students living in nuclear and joint families of Ahmedabad City

Limitations of the study: This study is limited to 10th standard Gujarati medium students from north and south zone of Ahmedabad City.

Sample of the Study

672 students of Gujarati medium studying in10th standard of Ahmedabad City were selected as sample of the study. For sampling technique, initially simple random sampling was used. Further cluster and multistage sampling was used according to the demand of study.

Tool of the Study: Firstly, *standardized tool of Verbal Creativity Test* devised by Professor R.S. Patel was used. Age limit of this tool is 14 years and above students. This tool is in Gujarati language. This test includes 6 sections and each section has 3 statements, which further carries 3 items each. Therefore, total 54 items were there in this tool. And hence, test is of 54 marks; later convert that into 100 marks.

Secondly, for achievement test, the 1st semester exam results of the said sample were taken. This was converted into percentage. By this way achievement results were calculated.

Research Methodology: Survey method was used for collection of data.

Statistical Method: Mean, S.D. and t-test was used for calculation.

Calculation and Results

Sr. No.	Hypothesis Number	Variables	N	Mean	S.D.	t-cal	Hypotheses accepted or rejected at 0.05 level
1	Ho_1	Creativity	672	62.53	13.29	7.55	Hypotheses rejected
		Achievement	672	67.70	11.73		
2	Ho_2	High Achiever	335	67.87	12.30	0.39	Hypotheses accepted
		Low Achiever	337	67.52	11.15		
3	Ho_3	Male student	376	66.84	12.64	2.20	Hypotheses rejected
		Female student	296	66.79	10.38		
4	Ho_4	Granted school	339	67.91	12.04	0.46	Hypotheses accepted
		Non-Granted school	333	67.49	11.42		
5	Ho_5	North zone	331	67.82	11.75	0.26	Hypotheses accepted
		South zone	341	67.58	11.73		
6	Ho_6	Nuclear family	340	68.33	11.46	1.41	Hypotheses accepted
		Joint family	332	67.06	11.98		

Findings of the Study

The obtained or calculated t-value is significant at both the level of significance. So, the hypothesis Ho[1] is rejected at both 0.01 and 0.05 level of significance. It means that there is significant difference between the creativity and achievement. It means that creativity is affected by achievement i.e. the marks achieve by the students of 10th standard in their 1st semester exam. This proves that creativity and academic achievement are dependent of each other; The calculated t-value is not significant at both the level of significance. So, the hypothesis Ho[2] is accepted at both 0.01 and 0.05 level of significance. It means that the mean scores of high achievers and low achievers do not differ significantly. Thus, creativity is not affected by the level of achievers; The calculated t- value is significant at 0.05 level of significance but it is not significant at 0.01 level. So, the hypothesis Ho[3] is rejected 0.05 level and accepted at 0.01 level of significance. This means that there is a significant difference between the mean scores of creativity of male and female students of 10th standard of Ahmedabad city at 0.05 level. Which means that the creativity is affected by gender at 0.05 level. This difference is in favour of male students of 10th standard i.e. male students are more creative than female students. i. Further calculated t-value is not significant at 0.01 level of significance. It means that there is no significant difference between the mean scores of creativity of male and female students of 10th standard of Ahmedabad City at 0.01 level. That means creativity is not affected by gender at 0.01 level of significance; The calculated t-value is not significant at both the level of significance. So, the hypothesis Ho[4] is accepted at both 0.01 and 0.05 level of significance. It means that there is no significant difference between the scores of creativity of 10th standard students studying in granted and non-granted schools of Ahmedabad City. It means that creativity is not affected by the type of schools of 10th standard students in which they are studying; The calculated t-value is not significant at both the level of significance. So, the hypothesis Ho[5] is accepted at both 0.01 and 0.05 level of significance. It means that there is no significant difference between the mean scores of creativity of 10th standard students studying in north zone and south zone schools of Ahmedabad City. It means that creativity is not affected by zone of the schools of 10th standard students in which they are studying; The calculated t-value is not significant at both the level of significance. So, the hypothesis Ho[6] is accepted at both 0.01 and 0.05 level of significance. It means that there is no significant difference between the mean scores of creativity of 10th standard students living in nuclear and joint family of Ahmedabad City. It means that creativity is not affected by the type of the family of 10th standard students in which they are living.

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