



RELATIONSHIP OF CREATIVITY TRAITS WITH ACADEMIC PERFORMANCE AMONG PHYSICAL EDUCATION STUDENTS

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Abstract:

Purpose of the study was to find out the relationship between Creativity Traits and Academic Achievement among Physical Education College students of Ludhiana district of Punjab. For that purpose 100 students from different college of Ludhiana affiliated to Panjab University Chandigarh was selected by using simple random sampling method. 50 Male and 50 Female students studying in MPED first and second Year was selected. Six Creativity traits Challenges, freedom, liveliness, openness, conflict and Risk taking were selected variables of the study. Academic Achievement was tested by using their previous class results. Data was collected by using Creativity Assessment inventory developed by Purohit in 1997 was used to assess creativity of students. Mean, Median SD SEM and 't' test was used as tool for data analysis. Results of the study shows significant difference among different creativity traits and academic achievement of subject.

Key Words: *Creativity Traits, Academic Performance.*

Introduction:

It is not known to what extent an individual's ability to create can be enhanced. The popular press produces a steady stream of books that advocate particular techniques and training programs; most have not been evaluated, so it is not known whether they work. The small number of training techniques that have been evaluated systematically produce modest effects. It is possible that more effective training techniques exist but have yet to be invented. Most training programs implicitly assume that creativity is a general ability or process. Although it is unclear whether the ability to create can be enhanced, there is consensus that the disposition to create can be suppressed. Creativity and discipline are not antithetical—creative individuals practice much and work hard—but extensive reliance on overly structured activities can thwart the impulse to create, with negative effects on students' well-being. Students with high ability will perform better than others in activities that require design, imagination, or invention, but participation in such activities encourages the disposition to create in students at any level of ability. Creativity is the ability and disposition to produce novelty. Children's play and high accomplishments in art, science, and technology are traditionally called creative, but any type of activity or product, whether ideational, physical, or social, can be creative. Creativity has been associated with a wide range of behavioral and mental characteristics, including associations between semantically remote ideas and contexts, application of multiple perspectives, curiosity, flexibility in thought and action, rapid generation of multiple, qualitatively different solutions and answers to problems and questions, tolerance for ambiguity and uncertainty, and unusual uses of familiar objects.

Significance of study:

- 1) Study will be helpful to the teachers to understand the impact and significance of the creativity traits in the academic performance of physical education students.
- 2) Study will be helpful to curriculum planner to know the effect of creativity traits and academic performance of students
- 3) Study will also be helpful to know the difference in creativity traits among male and female students

Objectives:

- 1) To study creativity traits among the students of physical education,
- 2) To study the relationship of creativity traits with academic performance of students,
- 3) To compare creativity traits in male and female students.

Hypothesis:

- 1) It was hypothesized that there will be no significant relationship between creativity traits and academic performance of male students.
- 2) It was hypothesized that there will be no significant relationship between creativity traits and academic performance of female students.
- 3) It was hypothesized that there will be no significant relationship between creativity traits and academic performance of male and female students.

Scope of study:**Delimitation:**

- 1) Study was delimited to physical education students of Ludhiana district only.
- 2) Study was delimited to students of MPED only.

Limitation:

- 1) Previous Academic performance of students will not be considered.
- 2) Personal interest of subjects to participate in creativity classes will not be under the control of researcher
- 3) Authenticity of data will depend upon the interest of students.

Methodology**Selection of subjects.**

100 i.e. 50 Male and 50 Female students studying in MPED classes in different colleges of Ludhiana district of Punjab were selected by using a simple random sampling method.

Variables Tested:

- 1) Creativity Traits
- 2) Academic Performance

Tool used:**Creativity Assessment inventory:**

Creativity Assessment inventory developed by Purohit in 1997 was used to assess creativity of students

Academic Performance:

Academic Performance was assessed on the basis of their previous academic achievement in their respective classes.

Statistical Technique: To analyse collected data Mean Median SD Product moment method for assessing correlation and 't' test was used

Analysis of Data**Table I Dimension of creativity traits of male students N=50**

Dimension	Mean	SD
Challenges	53.57	15.41
Freedom	69.89	13.30
Liveliness	49.36	20.59
Openness	60.70	13.25
Conflict	60.20	17.78
Risk Taking	75.64	16.00

Above table represent the dimension of creativity traits among male students of physical education. On challenge traits the mean score of the students is 53.57 i.e. creative people approach challenges and difficulty energetically and with enjoyment. On the freedom traits the mean score of the students is 69.89 i.e. creative students like to be independent work, ready to take initiative and they prefer to put forward their ideas. On the liveliness traits the mean score I 49.36 i.e. creative students

more prefer to engage themselves in keeping them excited and happy. On the openness traits mean score was 60.70 i.e. students are more hopeful and empathic in nature and performed win win conflict styl as score of conflict was found 60.20. On risk taking dimension mean score was 75.64 i.e. students are adaptive in nature and full of generating new ideas.

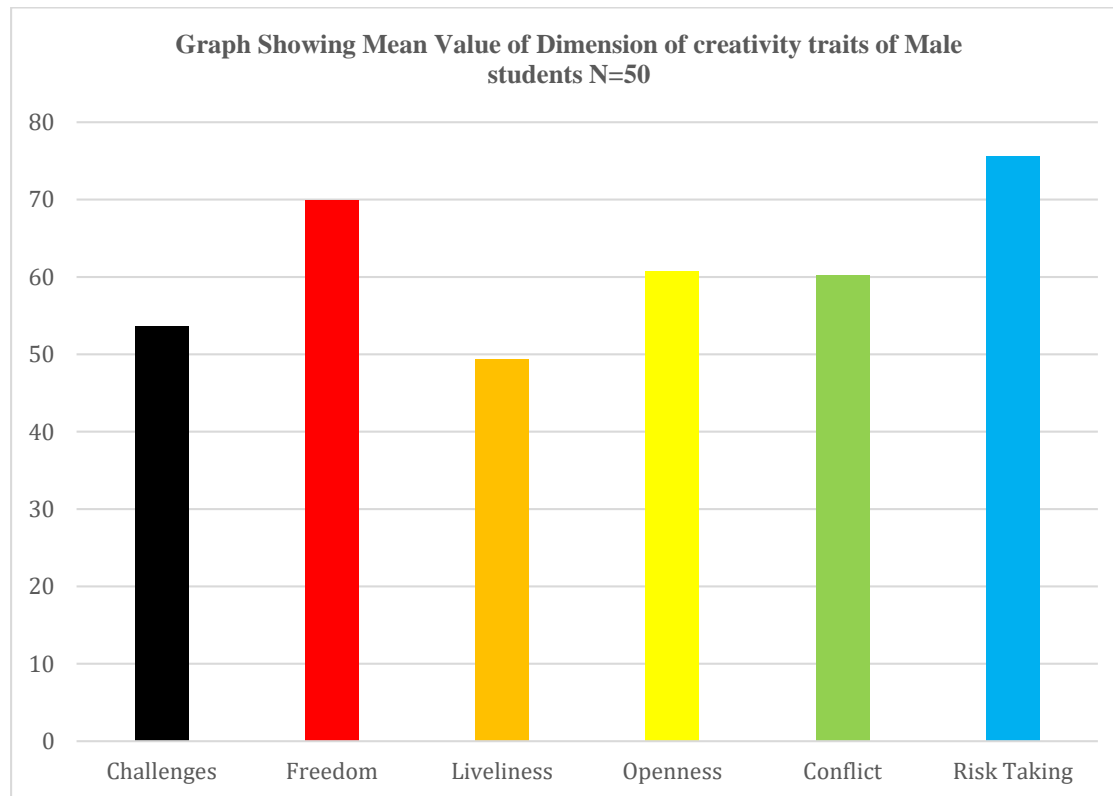


Table II Relationship of creativity traits with academic performance of male students N=50

Sr. No.	Traits	r calculated	Table value r
1	Challenges	-0.144	0.05=0.276 0.01=0.361
2	Freedom	0.93**	
3	Liveliness	-0.80,	
4	Openness	0.504**	
5	Conflict	0.369**	
6	Risk Taking	-0.325*	

48 df at 0.05 and 0.01 level of significance

*significant at 0.05 level of significance

**significance at 0.01 level of significance.

From the above table it was revealed that there is a negative relationship between academic performance and challenges, Liveliness and Risk taking dimension of creativity traits as calculated value of $r = -0.144$, -0.80 and -0.325 respectively. Whereas in Freedom, openness and conflict positive relationship was found. above table also shows that relationship was found significant in Freedom, Openness, and Conflict at 0.05 and 0.01 level of significance as calculated value of r 0.93,0.504,0.396 was found more than that of table value of r at 0.05 ($r=0.273$) and 0.01($r = 0.354$).whereas in Risk taking dimension negative and significant difference was found with academic achievement as calculated r 0.325 was more that table value of r at 0.05 level of significance.

Table III Dimension of creativity traits of female students N=50

Dimension	Mean	SD
Challenges	54.84	12.36
Freedom	68.88	14.11
Liveliness	46.17	14.06
Openness	61.22	15.46
Conflict	52.55	13.83
Risk Taking	71.81	15.00

The above table shows the mean score of dimension of creativity traits of female subject. On different Creativity Traits Challenges, Freedom, Liveliness, Openness, Conflict and Risk Taking value of mean score was found 54.84, 68.88, 46.17, 61.22, 52.55 and 71.81 respectively. Mean score shows that risk taking dimension was high in female physical education students followed by Freedom, Openness dimension of personality and so on. Mean value of Liveliness dimension was lowest in table which may be due to social or surrounded atmosphere of female students.

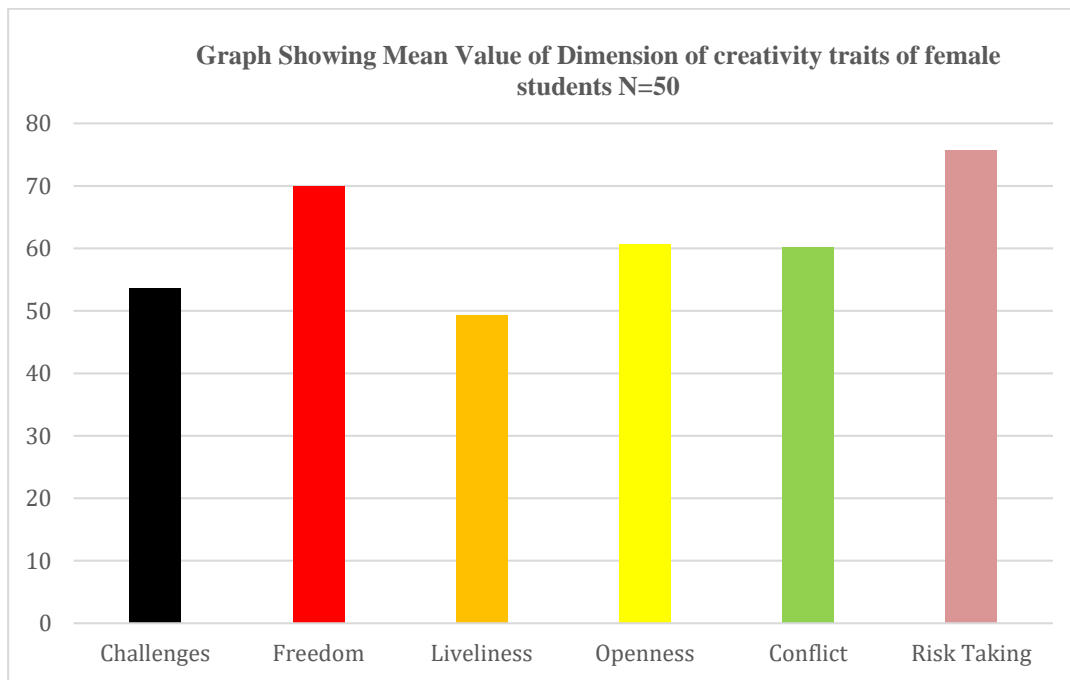


Table IV Relationship of creativity traits with academic performance of female students N=50

Sr Number	Traits	r calculated	Table value r
1	Challenges	-0.061	0.05=0.276 0.01=0.361
2	Freedom	0.21	
3	Liveliness	-0.004	
4	Openness	0.282*	
5	Conflict	-0.26	
6	Risk Taking	-0.362**	

48df at 0.05 and 0.01 level of significance

***significant at 0.05 level of significance**

****significant at 0.01 level of significance.**

From above table it is clear that a negative relationship was found between academic performance and challenge ($r = -0.061$), liveliness ($r = -0.004$), conflict ($r = -0.26$) and risk taking ($r = -0.362$) dimension of creativity trait. On freedom ($r = 0.21$) and openness ($r = 0.282$) dimension positive relationship was found. It can be further revealed that significant difference was found in liveliness with academic achievement at 0.05 level of significance whereas on risk taking dimension of creativity traits significant difference was found at 0.05 and 0.01 level of significance.

Table V

Table shows significant difference in creativity traits with academic performance of total sample N=100

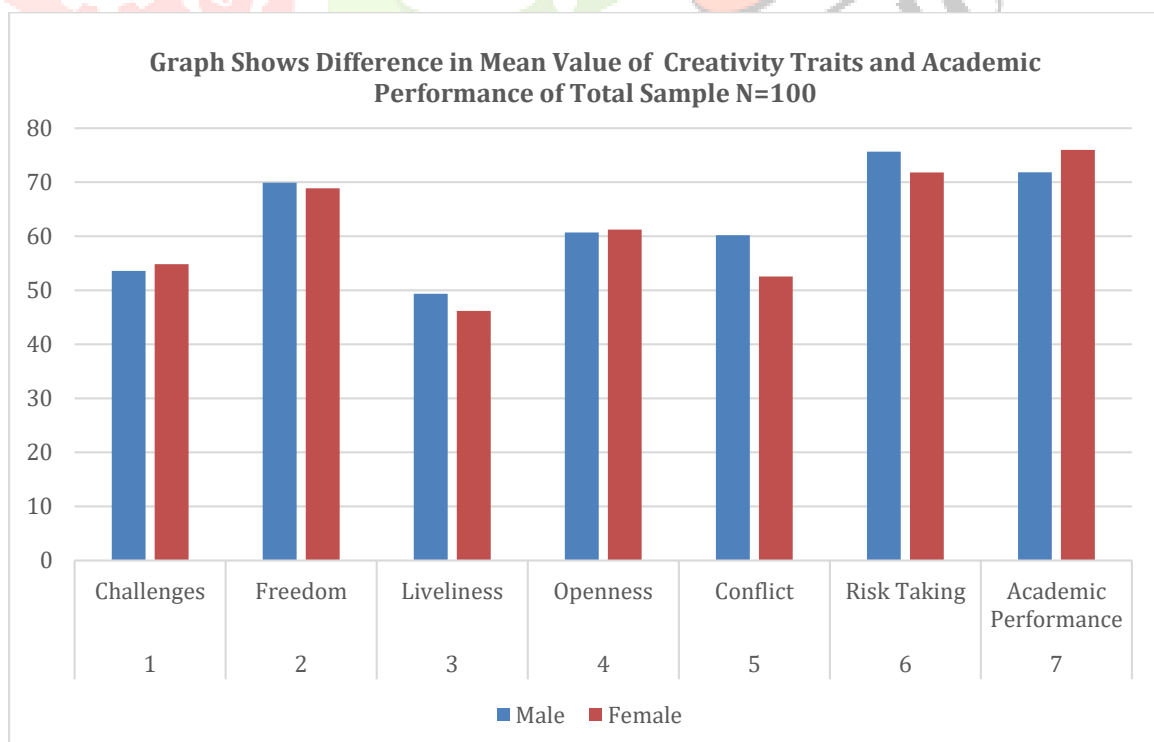
Sr No.	Variables	Male		Female		Calculated 't'
		Mean	SD	Mean	SD	
1	Challenges	53.57	15.41	54.84	12.36	0.31
2	Freedom	69.89	13.30	68.88	14.11	0.45
3	Liveliness	49.36	20.59	46.17	14.06	0.82
4	Openness	60.70	13.25	61.22	15.46	0.22
5	Conflict	60.20	17.78	52.55	13.83	2.51
6	Risk Taking	75.64	16.00	71.81	15.00	1.45
7	Academic Performance	71.83	4.45	75.98	7.31	3.50

98 df at 0.05 level of significance

Table value of 't' = 1.98

The above table depicts that significant difference was found in conflict and Academic performance of male and female students as calculated 't' value 2.51 and 3.50 was higher than that of table value of 't' i.e. 1.96. whereas in creativity traits dimension challenges , freedom , liveliness, openness and risk taking factors no significant difference was found as calculated t value 0.31, 0.45, 0.82, 0.22 and 1.45 respectively was found less than table value of t at 0.05 level of significance.

In variables Academic performance the mean value of male was 71.83 whereas mean value of female was 75.98 which shows female students are academically better as compared to male students.



Conclusions:

- 1) It has been found that male students are more openness, freedom, conflict and risk taking and less challenges and liveliness which shows that they independent, trusting and responsible,
- 2) There exist positive relationship between academic performance and conflict among male students whereas freedom and openness dimension of creativity shows weak positive relationship with academic performance. However risk taking dimension is significantly negatively related with the academic performance, whereas challenge and liveliness dimension shows weak negative relationship with academic performance.
- 3) It has been found that female students are more openness, freedom, conflict and risk taking and less challenges and liveliness which shows that they independent, trusting and responsible,
- 4) There exist a positive and significant relationship between performance and openness among female students, freedom of creativity shows weak positive relationship with academic performance. However, risk taking dimension is significantly negatively related with academic performance. Challenges, liveliness and conflict dimension shows weak negative relationship with academic performance.
- 5) It has been found that male students have significantly more conflict traits as compared to female students. Male students has shown higher mean value for freedom, liveliness and risk taking traits and lesser value for challenges and openness traits of creativity as compare to female students.
- 6) It has been found that female students are significantly good in academic as compare to male students.

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