

A Comparative Study between Creativity and Academic Advancement of Learning Disabled and Learning Able Students in Semi-Urban Area of North 24parganas, West Bengal

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ABSTRACT

Creativity implies dreaming of a new way of coming up with fresh ideas. It extends our perception and knowledge from new to known. It is one of fluency, versatility, originality; divergent thinking that is able to organize experiences and emotions. In order to make a significant contribution to society, quality training and comprehensive creative expressions inspire and promote creative thinking. The educational process should, therefore, seek to improve the creative skills of children.

Whereas academic success is achieved after the teaching and learning process takes place. To predict the result, it also relies on the enrichment of the input and output of the educational element. The primary staff and equipment for handling teaching and learning in order to achieve the highest results is school management. Hence, any good school success depends on the effectiveness of management.

The study was carried out on fifty (50) Class X students of semi-urban communities. The study examined the creativity and academic advancement of secondary school students in the North 24Parganas Districts of West Bengal. Using stratified random sampling technique, two semi-urban secondary schools were chosen and students were chosen using simple random sampling technique. The descriptive survey method is used to collect data using the creativity test developed by B. K. Passi.

KEYWORDS: Creativity, Academic advancement, Secondary School Students

I. INTRODUCTION

Creativity involves transforming your ideas, imagination, and dreams into reality. When you're being creative, you can see the hidden patterns; make connections between things that aren't normally related, and come up with new ideas. Creative ability depends on creative thinking which is part hard work but largely creative problem-solving. Mihaly Csikszentmihalyi, the author of the book "Creativity: The Psychology of Discovery and Invention," said "Creativity is a central source of meaning in our lives ... most of the things that are interesting, important, and human are the results of creativity ... [and] when we are involved in it, we feel that we are living more fully than during the rest of life."

Creative people possess certain traits or skills. They are always asking questions, coming up with creative solutions to one problem, and exhibiting playfulness. They have heightened emotional sensitivity, are usually seen as nonconforming and are not afraid to be seen as different or exhibiting unusual thoughts. "Creativity is the process of bringing something new into being. Creativity requires passion and commitment. It brings to our awareness what was previously hidden and points to new life. The experience is one of heightened consciousness: ecstasy." – Rollo

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May, *The Courage to Create* Whereas after the course of teaching and learning, academic achievement is achieved. It also depends on enriching the educational aspect input and output in order to predict the outcomes. The administration of the schools is the main staff and the equipment used to control education and learning in order to produce the best results. Any good performance of the school therefore depends on management effectiveness.

The study was performed on fifty learning disabled students of class X in semi-rural communities. The study explored the ingenuity of semi-rural high school pupils in the North 24 Parganas Districts of West Bengal. The two rural co-educational secondary schools were selected using stratified random sampling methods and students were selected using basic random sampling techniques. To collect data using the creativity test developed by B. K. Passi, the descriptive survey approach is used.

In this paper, the researcher tries to analyze the creativity between learning disabled and learning able students and also examine the difference between creativity and academic advancement between learning disabled and learning able

students of secondary school students in semi-urban area of North 24parganas district of West Bengal

II. OBJECTIVES:

- To study the significance of the mean differences in the creativity of learning disable (25) and learning able (25) students of secondary school (total sample=50) in semi-urban area of North 24parganas district of West Bengal.
- To study the significance of the mean differences in the academic advancement of learning disable (25) and learning able (25) students of secondary school (total sample=50) in semi-urban area of North 24parganas district of West Bengal.
- To study the significance of the mean differences in the creativity and academic advancement of learning disable students of secondary school students (total sample=25) in semi-urban area of North 24parganas district of West Bengal.
- To study the significance of the mean differences in the creativity and academic advancement of learning able students of secondary school students (total sample=25) in semi-urban area of North 24parganas district of West Bengal.

III. HYPOTHESIS:

H₀1: There exists no significant difference in the mean scores in the creativity of learning disable (25) and learning able (25) students of secondary school (total sample=50) in semi-urban area of North 24parganas district of West Bengal.

H₀2: There exists no significant difference in the mean scores of academic advancement of learning disable (25) and learning able (25) students of secondary school (total sample=50) in semi-urban area of North 24parganas district of West Bengal.

H₀3: There exists no significant difference in the creativity and academic advancement of learning disable students of secondary school students (total sample=25) in semi-urban area of North 24parganas district of West Bengal.

H₀4: There exists no significant difference in the creativity and academic advancement of learning able students of secondary school students (total sample=25) in semi-urban area of North 24parganas district of West Bengal.

IV. METHODOLOGY:

4.1 Population: Learning able and learning disable Secondary school students of West Bengal Board of Secondary Education who are studying in class X were considered as population for this study.

4.2 Sample: Total number of students in the study was fifty(50). 25 learning disabled and 25 learning able students selected randomly from two semi-urban secondary schools of North 24parganas district of West Bengal were chosen as sample.

4.2.1 Sample selected for the study: Sample consists of 120 students selected from 2 schools of north 24 parganas district, West Bengal. From the selected 120 students, the investigator identified 50 (25 learning disabled and 25 learning able students) students.

4.2.1.1 Criteria and Tools/Techniques used for identifying Learning Disabled students:

- Achievement Test of learning disability developed by the investigator was administered. Students scoring above 40% were eliminated. Others were selected (last 25 students).
- Children deviation I.Q. limit below 90(Dull Average) were selected.
- Children who are absent frequently in school were eliminated.
- Children having sensorial handicaps were selected.

4.2.1.2 Criteria and Tools/Techniques used for identifying Normal Students:

In the Achievement Test the students who came in 1st, 4rd, 7th, 10thwere selected. This was continued till the investigator got 25 normal students.

4.3 Method: Descriptive approach is used of this study.

4.4 Variables: i) Achievement test, ii) Test of Intelligence (MGTI-M), iii) Creativity test.

4.5 Tools:

1. Mixed Type Group Test of Intelligence (MGTI-M): This test consists of two tests, i.e., verbal and non-verbal. This test developed by Dr. P. N. Mehrotra. These tests contain five sub-tests each. Under each test there are fifty items organized in an omnibus selective form.

2. Creativity test: This test also consists of two tests, i.e., verbal and non-verbal, developed by Dr. B. K. Passi is used. This includes six sub-tests, i.e. (i) the seeing problems test, (ii) the unusual tests, (iii) the consequences test, (iv) the test of inquisitiveness, (v) the square puzzle test, and (vi) the blocks test of creativity. The first three tests are verbal and last three tests are non-verbal in nature. (Non-verbal performance materials are 19 Block of 1", 12 Block of ½", 1 Wooden Board, 5 Identical Right Angled triangles for Plastic and 5 Identical Quadrilaterals for Plastic). It measures three components of creativity—fluency, flexibility, and originality.

3. Achievement test: This test prepared by the Investigators. This includes 100 objective types question which they have learned before.

4.6 Techniques:

Statistical Analysis (Mean, SD, Std. Error, 't' value and graphical re-presentations are used.

4.7 Result and Interpretation of data:

In terms of mean, standard deviation, Std. Error and t-test process, the collected data was evaluated via the above-mentioned inventories.

Table - 1 Creativity Score of All Students:

CN = Stands for Code Number of students,
CS= Stands for Creativity Score

Learning disabled				Learning able			
Creativity		Academic advancement		Creativity		Academic advancement	
CN	CS	CN	CS	CN	CS	CN	CS
01	52	01	36	01	48	01	55
02	49	02	33	02	44	02	53
03	50	03	31	03	46	03	52
04	41	04	30	04	43	04	50
05	47	05	32	05	41	05	51
06	42	06	35	06	38	06	49
07	44	07	37	07	49	07	47
08	48	08	39	08	51	08	48
09	43	09	38	09	53	09	51
10	44	10	37	10	50	10	54
11	42	11	36	11	47	11	58
12	40	12	32	12	44	12	55
13	38	13	34	13	42	13	52
14	37	14	29	14	41	14	49
15	41	15	30	15	46	15	48
16	44	16	28	16	45	16	46
17	46	17	29	17	40	17	45
18	45	18	31	18	38	18	50
19	36	19	33	19	41	19	51
20	37	20	30	20	37	20	47
21	39	21	29	21	39	21	44
22	40	22	31	22	40	22	46
23	41	23	34	23	43	23	51
24	43	24	36	24	47	24	49
25	48	25	32	25	45	25	45

Table - 2 Showing the result of mean score, standard deviation, t-value and level of significance of the creativity of learning disabled (25) and learning able (25) students of secondary school (total sample=50) in semi-urban area of North 24parganas district of West Bengal.

Groups	N	Mean	SD	Std. Error	't' value	Level of Significance
Learning disabled (creativity)	25	43.08	4.29	1.22	0.69	Not Significant
Learning able (creativity)	25	43.92	4.31			

df = 48 Table value = 2.01 at 0.05 level

Interpretation

Table - 2 shows that the mean scores on creativity of learning disabled and learning able students were 43.08 and 43.92 with standard deviation of 4.29 and 4.31 respectively. When the t-test was applied to compare the mean scores of both the groups, it was found that the calculated t-value 0.69 was less than the table value at 0.05 levels of significance. Thus, the difference between the two means is statistically not significant.

Therefore, the hypothesis that there exists no significant difference in the mean scores of creativity between learning disabled (25) and learning able (25) students of secondary school students (total sample=50) in semi-urban area of North 24parganas district of West Bengal is accepted.

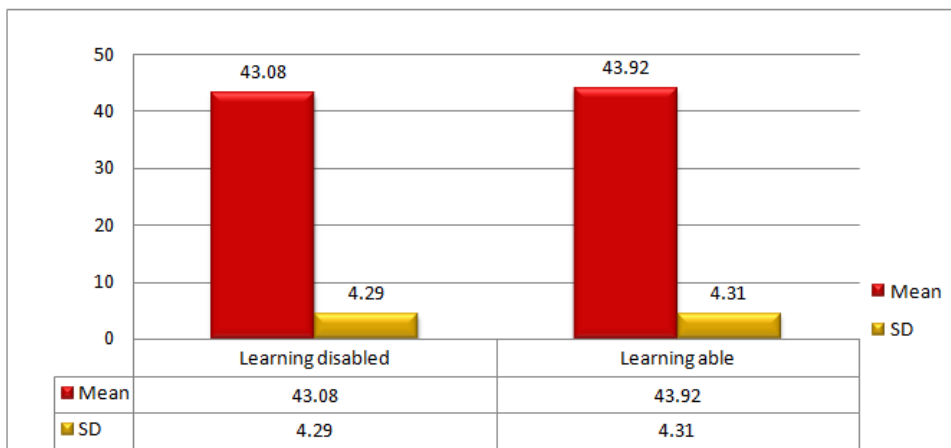


Fig. 1 Mean differences in the creativity of learning disabled and learning able students of secondary school students (total sample) in semi-urban area of North 24parganas district of West Bengal.

Table - 3 Showing the result of mean score, standard deviation, t-value and level of significance of academic advancement of learning disabled (25) and learning able (25) students of secondary school (total sample=50) in semi-urban area of North 24parganas district of West Bengal.

Groups	N	Mean	SD	Std. Error	't' value	Level of Significance
Learning disabled (academic advancement)	25	32.88	3.17	0.95	17.85	Significant
Learning able (academic advancement)	25	49.84	3.52			

df = 48 Table value = 2.01 at .05 level

Interpretation

Table - 3 shows that the mean scores on academic advancement of learning disabled students (25) and learning able students (25) students were 32.88 and 49.84 with standard deviation of 3.17 and 3.52 respectively. The 't' value is 17.85 which is greater than the table value at 0.05 levels of significance. Thus, the difference between the two means is statistically significant. Therefore, the hypothesis that there exists no significant difference in the mean scores of academic advancement between learning disabled (25) and learning able (25) students of secondary school students of North 24parganas district of West Bengal is not accepted.

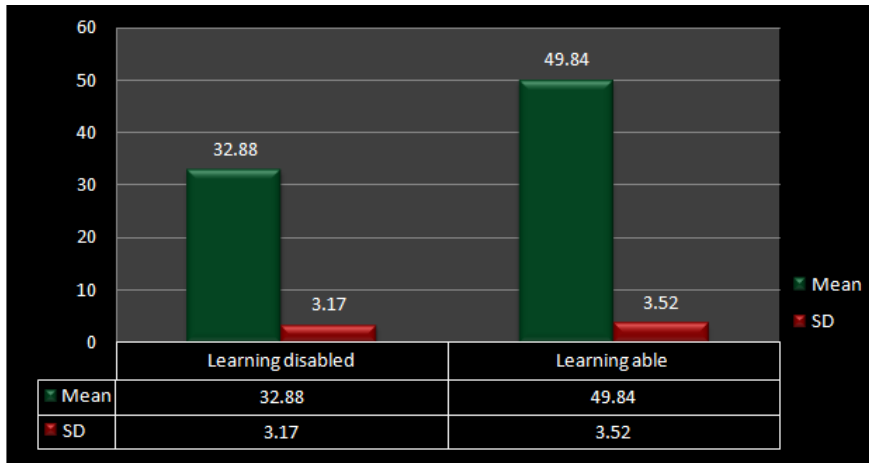


Fig. 2 Mean differences in the academic advancement of learning disabled and learning able students of secondary school students (total sample) in semi-urban area of North 24parganas district of West Bengal.

Table - 4 Showing the result of Mean score, Standard deviation, t-value and level of significance of the creativity and academic advancement of learning disabled students of secondary school students (total sample=25) in semi-urban area of North 24parganas district of West Bengal.

Groups	N	Mean	SD	Std. Error	't' value	Level of Significance
Creativity (Learning disabled)	25	43.08	4.29	1.07	9.53	Not Significant
Academic Advancement (Learning disabled)	25	32.88	3.17			

df = 48 Table value = 2.01 at .05 level

Interpretation

Table - 4 shows that the mean scores on creativity and academic advancement of learning disabled students (25) were 43.08 and 32.88 with standard deviation of 4.29 and 3.17 respectively. The 't' value is 9.53 which is greater than the table value at 0.05 levels of significance. Thus, the difference between the two means is statistically significant.

Therefore, the hypothesis that there exists no significant difference in the mean scores of creativity and academic advancement of learning disabled students (25) students of secondary school students in semi-urban area of North 24parganas district of West Bengal is not accepted.

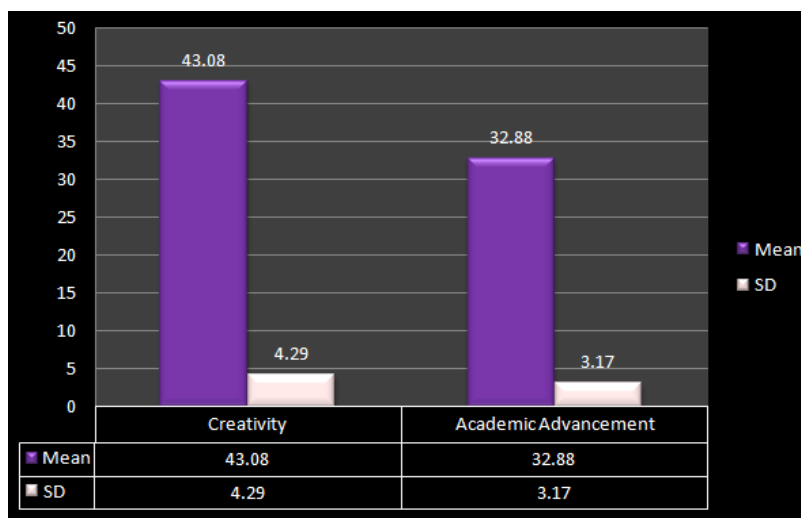


Fig. 3 Mean differences in the creativity and academic advancement of learning disabled students of secondary school students in semi-urban area of North 24parganas district of West Bengal.

Table - 5 Showing the result of Mean score, Standard deviation, t-value and level of significance of the creativity and academic advancement of learning able students of secondary school students (total sample=25) in semi-urban area of North 24parganas district of West Bengal.

Groups	N	Mean	SD	Std. Error	't' value	Level of Significance
Creativity (Learning able)	25	43.92	4.31	1.11	5.33	Significant
Academic Advancement (Learning able)	25	49.84	3.52			

df = 48 Table value = 2.01 at .05 level

Interpretation

Table - 5 shows that the mean scores on creativity and academic advancement of learning able students (25) were 43.92 and 49.84 with standard deviation of 4.31 and 3.52 respectively. The 't' value is 5.33 which is greater than the table value at 0.05 levels of significance. Thus, the difference between the two means is statistically significant.

Therefore, the hypothesis that there exists no significant difference in the mean scores of creativity and academic advancement of learning able students (25) students of secondary school students in semi-urban area of North 24parganas district of West Bengal is not accepted.

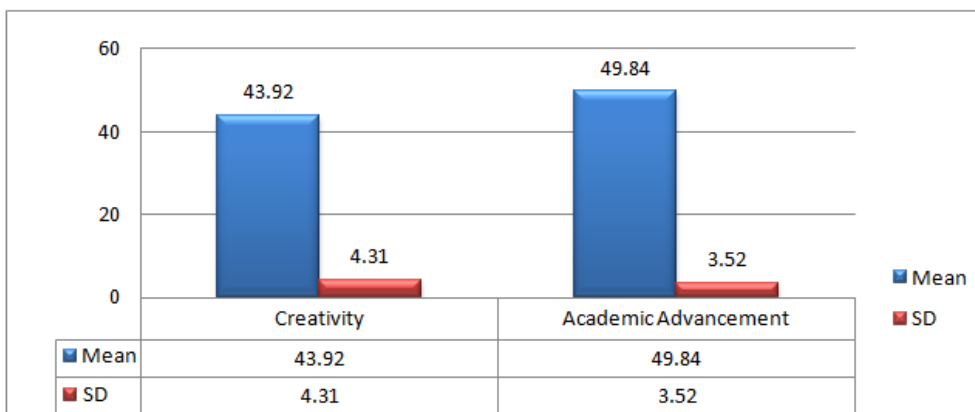


Fig. 4 Mean differences in the creativity and academic advancement of learning able students of secondary school students in semi-urban area of North 24parganas district of West Bengal.

V. FINDINGS OF THE STUDY:

From the Interpretation of the data which are represented by different Tables and Figures, it is concluded that –

1. There exists no significant difference in the mean scores of creativity of learning disabled (25) and learning able (25) students of secondary school (total sample=50) in semi-urban area of North 24parganas district of West Bengal.
2. There exists significant difference in the mean scores of academic advancement of learning disabled (25) and learning able (25) students of secondary school (total sample=50) in semi-urban area of North 24parganas district of West Bengal.
3. There exists significant difference in the mean scores of creativity and academic advancement of learning disabled students of secondary school students (total sample=25) in semi-urban area of North 24parganas district of West Bengal.
4. There exists significant difference in the mean scores of creativity and academic advancement of learning able students of secondary school students (total sample=25) in semi-urban area of North 24parganas district of West Bengal.

VI. CONCLUSION:

Creative people possess certain traits or skills. They are always asking questions, coming up with creative solutions to one problem, and exhibiting playfulness. They have heightened emotional sensitivity, are usually seen as nonconforming and are not afraid to be seen as different or exhibiting unusual thoughts.

Creativity is a process in which something unique and somehow useful is created. This improves our awareness and experience from the familiar to the unfamiliar. They are capable of arranging thoughts and feelings in a manner that

is fluent, versatile and uniquely thoughtful. Quality teaching and detailed artistic expressions encourage and foster creative thought that contributes significantly to society. The study was performed on twenty five (25) learning disabled and twenty five (25) learning able students of class X in semi-urban communities. The study explored the ingenuity of semi-urban high school pupils in the North 24 Parganas Districts of West Bengal. To collect data using the creativity test developed by B. K. Passi, the descriptive survey approach is used.

From the outcomes it is found that there exists no significant difference in creativity between learning disabled and learning able students but there exists significant difference in creativity and academic advancement between learning disabled and learning able students of secondary school students in semi-urban area of North 24parganas district of West Bengal.

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