

## Influence of Creativity on Scholastic Achievement of B. Ed Students in Relation to Their Self-Confidence

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### ABSTRACT

The present study is related with the, "Influence of Creativity on Scholastic Achievement of B.Ed. Students in relation to their Self-Confidence". The present study was survey in nature. The population of the present study were B. Ed students of Devi Ahilya Vishwavidyalaya Indore. The sample was selected by using purposive random sampling technique. The sample of the Study comprised of 74 B.Ed. students of 'School of Education' Devi Ahilya Vishwavidyalaya Indore (M.P). The sample included both male and female students of Hindi and English medium. Respondents were selected from diverse socio- economic status. For collection of data from respondents different tools were used. For creativity, Passi Test of Creativity was used, for Self-Confidence, Self-Confidence Inventory by Dr. Rekha Agnihotri was used and for scholastic achievement, student's annual examination marks were considered. Data was analyzed by using Two Way Analysis of Variance (ANOVA) of unequal cell size. The findings were; The Scholastic Achievement of B. Ed students were found to be independent of Self-Confidence, Personality and their Interaction.

**Keywords:** *Self-Confidence, Scholastic Achievement, Creativity, Purposive Sampling*

Education is the most important means which is used for human development. Education is the only means with which all aspects of a person can be fully developed. Education is such a process which brings about change in a person's behavior and makes him an able citizen of the society and inspires him towards the direction of desired change in the form of society. Education is the development of the personality of an individual. Education is a unique feature that plays the most dominant role in the life and evaluation of mankind. Education is the key to development of any society, state or country. Education provides ample opportunities it creates. Education is an integral part and basis of human life.

Education is the only root to nourish the human behavior as whole. Education is that by which all round development is possible. Education is the backbone of personality

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## **Influence of Creativity on Scholastic Achievement of B. Ed Students in Relation to Their Self-Confidence**

development. Education directs us towards progress and development. Education broadens our vision. Education develops sense of humor in human beings. Education develops in us the curiosity to learn more and more. Education correlates all aspects of behavior together. Education is that which develops creativity and self-confidence in students. Education is that which produces creativity and creative persons. Education gives all round nourishment to the personality of pupils such as, social, cultural, educational, moral, spiritual and aesthetic development. Education provides good shades to life. When take deep view on the thoughts, discussions, views, and definitions it is clear that education develops creativity and an individual uses his creative powers for his betterment and for the betterment of the society.

### ***Concept Of Creativity***

The term creativity implies the production of a totally or partially novel identity. Creativity can be defined as “capacity of any individual to do the things with unique idea’. Creativity can be understood as doing routine work in a unique way. Creativity in simple terms means to create something new or to add something new to the existing. Creative person is always ready to accept new ways, new challenges. Creativity is the ability to achieve sudden insight into situations with ambiguity.

### ***Concept Of Self-Confidence***

The personality pattern is a unified multidimensional structure in which the concept of self is a core or Centre of gravity (Breekenridge & Vincent, 1965). In this structure are integrated many patterns of response tendencies, known as traits’ which are closely related to and influenced by the concept of self. Self-confidence is one such personality trait. The self is a composite of person’s thoughts and feelings, strivings and hopes fears, and fantasies, his views of what he is, what he has been, what he might become and his attitudes pertaining to his worth. Self-confidence is a positive attitude of oneself towards one’s self-concept. Self-confidence is an attribute of perceived self. Self-confidence refers to a person’s perceived ability to tackle situation successfully without learning on others and to have a positive self-evaluation. In the words of Basvanna (1975), “In general terms, self-confidence refers to an individual’s perceived ability to act effectively in a situation to overcome obstacles and to get things go all right.” A self-confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, optimistic, independent, self-reliant, self-assured, and fairly assertive and having leadership qualities.

Self-confidence means believing in yourself and your abilities. It means being ready and willing to face new situations and accomplish difficult tasks. Self-confidence people are usually eager, assertive, motivated, willing to accept criticism, emotionally mature optimistic, and productive. People who don’t have self-confidence lack the inner belief in their ability to be successful. They don’t feel good about themselves. Often they feel like failures.

## **Influence of Creativity on Scholastic Achievement of B. Ed Students in Relation to Their Self-Confidence**

### ***Scholastic Achievement***

The scholastic achievements are generally related to our school achievements. Evaluation of scholastic achievement is assessed at end of each academic session. Generally the achievement of students in the annual/final examination in different disciplines is called scholastic achievements. These achievements are in the form of grades, numbers and percentage. Marks sheets and grade cards are the examples of scholastic achievements.

### ***Rationale of the Study***

Each individual is having abilities that are used to solve the problems which individual faces in life. The abilities are like creativity, reasoning, thinking, understanding of basic concepts etc.

The progress and development of any nation depends upon the abilities of students, which play vital role in their life. It also helps them to create new things and solve the problems in the new way. The problems may be social, educational or personal.

The first Indian study in the area of correlates of creativity was conducted by Bhattacharya in 1956. Later this area attracted the attention of many more Indian researchers. Passi, Sansanwal, and Jarial (1982) reviewed almost all the studies related of correlates of creativity in Indian context. For the sake of convenience they clustered the studied variables into three groups in this review. The first group was named as demographic which included age, birth order, sex, locality and socio-economic status variables. The second group was cognitive and it needed variables like academic subjects, intelligence and scholastic achievement. The last group was termed as affective which included variables related to the value and personality. In this review, it was mentioned that the findings of Indian studies were inconsistent irrespective of correlates.

In respect of correlation of creativity with risk taking six studies were reviewed. From these it was found that creativity and risk taking were positively related (Singh, 1978; Agarwal 1982; Panday, 1992). There was no significant relationship between creativity and risk taking (Krishnagowda, 1991) Lastly Sharma (1977) and Eisenman (1987) revealed that creativity and risk taking were related with each other.

Twenty studies have been reviewed where in the creativity of malrsanfemalesd has been compared. The findings were inconclusive raina (1971), Gakhar (1974), Dutt (1977), Jayaswal (1977), Lal(1977), Singh (1977) Thorat (1977), Arora (1978), Singh (1978) Gupta (1979), Masih (1979) Gautam (1992), kumar(1992) and Shair (1998) did not find significant difference between mean scores of creativity of males and females. Rawat and Agarwal (1977), Sharma ((1977), Awastthy,(1979), Badrinath and Satyanarayan (1979) Jarial, (1981). Sex difference exists in respect of creativity (kumara, 1975, Srivastava and Ramaswamy, 1986; Sharma, 1988; Gautam, 1990; and Santhana, 1990) these studies were conducted on subjects belonging to school as well as college. Both verbal creativity and non-verbal

## **Influence of Creativity on Scholastic Achievement of B. Ed Students in Relation to Their Self-Confidence**

creativity were assessed with the help of different tools. There is too much variation in findings. So no generalizations can be made.

Torrence (1979) says everybody possesses some amount of creative talent. Researchers have been conducted where training programme for developing creativity have been tried out. It was found that creativity can be developed. Ragy (1964) said that school can help the child to develop those abilities.

Schwants (1974, 77) emphasized that some special programme can help in development of creativity.

The researchers showed that some developed programme enhanced creativity. These were: Gupta (1985), Tripathi and Shukla (1990) Gokhar (1991), Shashi (1992), Mandal (1992); Srivatava, Sushila and Srilatha (1992), Shah (1992), Sharma and Sansanwal (1993) etc.

Creativity is a force which propels the ideas and process forward. The progress, prosperity and even the very existence of any nation depends upon the creative existence. The society advances with the utilization of creative powers more than in usual manner. The importance of creativity is essential due to following reasons, a creative person is one who explores new areas and makes new observation, new prediction and new inferences. It also helps the individual in his adaptations to different situations, even to harmonize different temperamental polarizations. It is evident from the discussion and studies related that creativity influences the whole personality of an individual, because creativity is a multivariate phenomenon. Creativity, personality along with self-confidence plays a major role for giving positive achievement. Being a self-confident means ready and willing to new situations and accomplish difficult tasks. Self-confidence integrates the powers of mind and focuses them towards the goal. Self-confidence is a general and realistic belief in one's own abilities. Self-confident people focus much their own abilities to achieve goals that they plan and set out to achieve.

From the discussion and reviewing related studies, it is clear that above scenario reflects that few studies have been found by the investigators comparing "Influence of creativity on scholastic achievement of B. E d students in relation to their personality and self-confidence." This field is still in its infancy. A few studies have been conducted in this field, which are not completely related to this field and are not enough to arrive at generalizations. There is a gap. Therefore this study is planned to what extend the variables namely personality, creativity and self-confidence affects scholastic achievement of B. Ed students. Hence it is necessary to conduct a study to explore this area. Keeping this in mind the researcher has undertaken this study.

## Influence of Creativity on Scholastic Achievement of B. Ed Students in Relation to Their Self-Confidence

### **METHODOLOGY**

#### ***Statement Of The Problem***

The problem was worded as, “Influence of Creativity on Scholastic Achievement of B.Ed. Students in relation to their Self-Confidence”.

#### ***Objectives***

- To Study the Influence of Creativity, Self-Confidence and their Interaction on Scholastic Achievement of B .Ed students.

#### ***Hypothesis***

- There will be no Significant Influence of Creativity, Self-Confidence and their interaction on Scholastic Achievement of B. Ed Students.

#### ***Sample***

The present study was survey study in nature. The population of the present study was B. Ed students of Devi Ahilya Vishwavidyalaya Indore. The sample was selected using purposive random sampling technique. The sample of the Study was comprised of 74 B.Ed. students of ‘School of Education’ Devi Ahilya Vishwavidyalaya Indore (M.P). The sample includes both male and female students of Hindi and English medium

#### ***Tools***

In the present study already developed tools were used. For collection of data, the following tools were used. For Creativity Passi test of Creativity was used, and for Self Confidence, Self-Confidence Inventory by Dr. Rekha Agnihotriwas used, and for scholastic achievement, student’s annual examination marks were considered.

#### ***Procedure Of Data Collection***

In the present study data were collected related to Creativity, Personality, and Scholastic Achievement of B. Ed students. The sample comprised of 74 students of B. Ed from section A & B of ‘School of Education’ (D.A.V.V). The prior permission was taken from the Head of the Department ‘School of Education’ (D.A.V.V) Indore. Before administering the Tools/Test, the Rapport was established with the students and the sample of B. Ed students was made aware about the objectives of the study. After this only one test was administered each day on the selected sample of students for both sections separately. At first creativity test was administered upon the selected sample, after that the self-confidence inventory was administered on the selected sample. Like this data was collected. After collection of data the scoring of all responses of the students was done as per the instructions given in the manuals of tools. Thus the collected data was analyzed with the help of appropriate statistical techniques.

#### ***Statistical Technique***

Data was analyzed with the help of Two Way ANOVA of unequal cell size.

**Influence of Creativity on Scholastic Achievement of B. Ed Students in Relation to Their Self-Confidence**

**FINDINGS**

Following findings were obtained:

***Influence of Creativity, Self-Confidence and Their Interaction on Scholastic Achievement of B. Ed Students.***

The objective of the study was to study the Influence of Creativity, Self-Confidence and their Interaction on Scholastic Achievement of B. Ed students. On the basis of Creativity there were two groups namely high Creative and low creative. Similarly, on the basis of Self-Confidence there were two groups high Self-confident and low Self-confident. The collected data were analyzed with the help of Two Way ANOVA of unequal cell size and its results are given in the table.

***Summary of 2x2 Factorial Design ANOVA of Unequal Cell Size for Scholastic Achievement.***

Source of variance	df	SS	MSS	F-value	Sig.
Self-confidence	1	15.711	15.711	.211	.648
Creativity	1	94.874	94.874	1.272	.263
S confidence × Creativity	1	35.190	35.190	.472	.494
Error	70	5221.20	74.590		
Corrected total	73	5387.135			

**Interpretation**

From the table, it is evident that the calculated F-value for Self-Confidence is .211, with df= (1, 70) whose two tailed probability of significance is .648 which is greater than the  $\alpha$  level of 0.05. Hence this value is not significant at 0.05 level of significance. In view of this, the null hypotheses that “There is no significant influence of Self-Confidence on Scholastic Achievement of B. Ed is not rejected. It can thus be concluded that the Scholastic Achievement of B. Ed students” found to be independent of their Self-Confidence.

From the table, it is evident that the calculated F-value for Creativity is 1.272 with df= (1, 68) whose two tailed probability of significance is .263, which is greater than the  $\alpha$  level of 0.05. Hence this is not significant at 0.05 level of significance. In view of this the null hypotheses that, “There is no significant influence of Creativity on Scholastic Achievement of B. Ed students” is not rejected. It can thus be concluded that the Scholastic Achievement of B. Ed students found to be independent of their Creativity.

Further from the table, it is evident that the calculated F-value for the interaction of Creativity and Self-Confidence is .472 with df= (1, 70) whose two tailed probability of significance is .494, which is greater than the  $\alpha$  level at 0.05. Hence this value is not significant at 0.05 level of significance. Therefore, the null hypotheses that “There is no significant influence of interaction of Creativity and Self-Confidence on Scholastic Achievement of B. Ed students is not rejected. It can thus be concluded that the Scholastic Achievement of B. Ed students” found be independent of the interaction of Creativity and Self-Confidence.

## Influence of Creativity on Scholastic Achievement of B. Ed Students in Relation to Their Self-Confidence

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