

CHAPTER V

***SUMMARY AND
CONCLUSION***

Creativity is nothing but the ability to create something which must be new and unprecedented. T aylor's classification of five types of creative dispositions on the basis of physiological mechanism are expressive creativity, productive creativity, inventive creativity, innovative creativity and emergentive creativity. A creative individual is rich in divergent thinking, sustaining tremendous desire for exploration and creation. A number of traits like fluency, flexibility, originality, elaboration, sensitivity to problems and openness to experience are raw materials for creativity. A creative child generally possesses the following characteristics courage, curiosity, intuition, independent thinking and judgement.

Any creative act is followed by the following steps – readiness or preparation internalization or incubation, illumination or reaction and verification or revision creativity is hindered by a number of factors originating from personal as well as social domains. Creativity is a very precious and unique quality in man that enables him to go beyond learning and use his talents in solving new problems of changing years in marvellous ways.

The cultural, scientific and the social progress of any country depends on the extent citizens. Creative man and women are born in different social, economic and political circumstances.

In the history of the world there had been several philosophers, poets, writers and painters who were turned out of their school classes. Condemned as backward students, but who created great works in their later life. Hence, in modern times the progressive nations try to develop activity in their new generations. The concept of activity, therefore, occupies a very important place in educational psychology.

In a country like ours, which is developing one, and which is on its path of allround development and expansion, it is necessary that today's trend demands much of materialistic progress. Ever since man was created. All progress, either in travel communication or production is essentially due to creative activity of the people.

Creativity acts as a determinant for a nation's progress. Creativity is one of the most highly valued human qualities. Creative acts affect not only scientific progress but society in general. Those nations which learn best how to identify, develop and encourage creativity in their people, may find themselves in a very advantageous position. For a nation to survive in the international competition, it must utilize its creative talent to the highest possible extent.

Creativity is the key to education, and the solution of mankind's problems. It is an important factor in leadership in any field, business, engineering technology, politics and education.

It is also a basic necessity that our education system should provide for inculcation of values. There should be harmonious blend of both materialistic and non materialistic aspects for the development of sound personality and progress as well as prosperity of the country.

Teacher-trainees will be teachers of the future generation. And the progress and prosperity of the country depends upon the future generation. Teacher-trainees should be equipped to recognize that children possess special resources of interest and talent professionally, this would require acquisition and application of knowledge, skills and attitudes conducive to fostering creative behaviour in children (Mohan 1973) and seeing creativity used as a central force to improve learning and teaching since teaching and learning both are important and are intertwined, creative teacher's performance tends to stimulate creative learning with the result that both teacher and students expand potentialities for creativity (Stiles, 1970)

Teachers with general understanding of creative behaviour and creative teaching skills would provide opportunities for every child to learn creativity to grow creatively and to live creatively.

Thus the present results work was undertaken to study the creativity of B.A.B.Ed. teacher-trainees in relation to their intelligence and academic achievement.

Thinking is classified to be of two categories convergent and divergent convergent there is some sort of cognitive behaviour performed

with accuracy and speed. Usually the correct response is only one in intelligence testing. Whereas divergent thinking from the basis of creativity where novelty, flexibility and originality are more important than accuracy and speed. There can be many responses and all desirable, in a typical test of creativity. There are various scientific investigation to show that it is not possible to develop high creativity with low intelligence, whereas it is quiet possible to be high in intelligence but low in creativity. There are some individual who are high in both intelligence and creativity, but they are few. Thus intelligence is a stepping stone towards creativity just as memory is a steeping stone towards intelligence. Creativity is the highest function of the intellectual aspects of human personality.

In the educational process, academic achievement is the paramount significance. In present day society individual achievement largely leads to status and power rather than the ascribed qualities. In the formal system of education, academic achievement at school orin college provide possibilities of access to power situations. The formal education system has its own hierarchy based on academic achievement and performance.

Since educational performance is dependent on intellectual development which is in turn dependant on creativity of the child, this research endeavoured to probe the relationship among creativity, intelligence and academic achievement of the student of B.A.B.Ed. (Integrated) degree

course in Mahavir Mahavidyalaya, Kolhapur and Karmaveer Hire Mahavidyalaya, Gargoti of Maharashtra.

ABOUT THE STUDY

STATEMENT OF THE PROBLEM:

RELATIONSHIP AMONG CREATIVITY INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF THE STUDENTS OF B. A. B.Ed.(Integrated) DEGREE COURSE—A STUDY

Significance of the study:

No study of this nature has been undertaken in this geographical area. To study the relationship between creativity, intelligence and academic achievement of B.A.B.Ed course is very significant as these students are future teachers. They will use their creative talents and intelligence for teaching profession. So it is needed to find out the three fold relationship between intelligence, creativity and academic achievement.

Objectives of the study:

1. To find out the creativity of the students of B.A.B.Ed. (integrated) degree course.
2. To find out the intelligence of the students of B.A.B.Ed. (integrated) degree course.
3. To find out the academic achievement of the students of B.A.B.Ed. (integrated) degree course.

4. To find out the relationship between creativity and academic achievement of the students of B.A.B.Ed. (integrated) degree course.
5. To find our the relationship between intelligence and academic achievement of the students of B.A.B.Ed. (integrated) degree course.
6. To find out the relationship between creativity, intelligence and academic achievement of the students of B.A.B.Ed. (integrated) degree course
7. To suggest appropriate majors to develop creativity.

DELIMITATIONS:

The study is limited only to B.A.B.Ed. (integrated) students of Mahavir College and Karmaveer Hire College (Gargoti).

1. The sample data is 160 students 80 students from each colleges.
2. The study dose not focus to one year B.Ed. course students.
3. The study deals with the interrelationship between creativity, intelligence and academic achievement.:

PLAN AND PROCEDURE:**Research design:**

The investigation being a descriptive research survey method was used to collect data.

Sampling Design:

Random sampling method was used for the selection of student teachers.

DATA GATHERING TOOLS:

For the purpose of this study the following data gathering tools were prepared and used in consultation with experts keeping the objectives of the study in mind.

For the present study to conduct the study of creativity, intelligence and academic achievement, two standard tests were administered.

1. Test No.1 - TWC
2. Test No.2 – TGI
3. Final examination marks: For the academic achievement of the student.

1. The first test was used to find creativity level of students teacher.
2. The second test was used to find intelligence level of students teacher.
3. The final examination marks from the college records were used for academic achievement of the students teacher.:

ANALYSIS AND INTERPRETATION OF DATA:

The data collected for the study was treated, scored and analysed on computer using standard statistical techniques which helped in objective

interpretation. Mean, S.D. 't' values and percentage were computed to observe gross difference in various indices, chi square test was used to find out association of creativity, intelligence and academic achievement.

RESULTS:

1. There is no significance between academic achievement and intelligent quotient of the student of B.A.B.Ed. (integrated) degree course.
2. There is significant relationship between academic achievement and fluency of the student of B.A.B.Ed. (integrated) degree course.
3. There is no significant relationship between academic achievement and flexibility of the student of B.A.B.Ed. (integrated) degree course.
4. There is significant relationship between academic achievement and originality of the students of the student of B.A.B.Ed. (integrated) degree course.
5. There is significant relationship between intelligent quotient and flexibility of the of of B.A.B.Ed. (integrated) degree course.
6. There is significant relationship between intelligent quotient and fluency of the student of B.A.B.Ed. (integrated) degree course.
7. There is significant relationship between intelligent quotient and originality of the student of the B.A.B.Ed. (integrated) degree course.
8. There is significant relationship between fluency and flexibility of the student of B.A.B.Ed. (integrated) degree course.
9. There is significant relationship between fluency and originality of the student of B.A.B.Ed. (integrated) degree course.

10. There is significant relationship between flexibility and originality of the student of B.A.B.Ed. (integrated) degree course.

RECOMMENDATIONS:

- 1 The student teachers should check the creativity and try to increase the creativity for their academic development
- 2 The Institutional climate as well as the home climate should be made conducive by the management and the parents for better performance of the student teachers in the institution, college and also at home.

SUGGESTIONS FOR THE FURTHER RESEARCH:

Any investigation answers only a few questions. It can not be complete in itself as it undertaken in a limited time frame. Various limitations are determined. Hence, there is need of further research in this area.

- 1 The present study had taken into consideration creativity, intelligence and academic achievement of the student teachers. A study may be undertaken to examine the creativity, intelligence of the school going children.
- 2 A comparative research may be undertaken to the creativity, intelligence and academic achievement of student teachers in different districts in Maharashtra.

- 3 A comparative research may be undertaken to the creativity, intelligence and academic achievement of students of diploma in Education.(D. Ed.)
- 4 A comparative research may be undertaken to the creativity, intelligence and academic achievement of students of different non professional courses.