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ABSTRACT
Creativity is a special type ability which is referred as divergent thinking. It is almost found in every individual. Creative children perform the task very well compared to others. This study is an attempt to investigate the influence of creativity on academic achievement of secondary school students N=600. The researcher has selected a stratified disproportionate random sampling from the population of south zone taluk of Tumkur district. T-test was employed to analyse the data. The test revealed that high creative students have higher academic achievement.

KEYWORDS: Creativity, Academic Achievement, Secondary School, Tumkur.

INTRODUCTION:
Concept of creativity occupies a very important place in educational psychology. According to Simpson creativity involves new forms of thinking away from the traditional forms. Creativity is important because it is a key ingredient of innovative process and without it innovation is impossible.

All progress of human civilization is based on innovative solution. This is possible by means of creative thinking. Because of creative thinking it is possible to create new opportunities in every area of human activities like technology, business, health, education and social institutions.

Every child has the ability to create something new in their activities. It is the duty of the teacher to identify the creative abilities of the students and provide opportunities to express them. A healthy favourable atmosphere to be provided for creative thinking and expression which nourishes the creativity among children. Creative children are those constantly probing, discovering, imagining, asking questions and guessing. They should be encouraged to ask unusual questions to explore new ways of thinking and to try novel approaches to problem solving. Creative children show the higher academic performance and also contribute to the society for the development of the country.

OBJECTIVES OF THE STUDY:
1. To find the relationship between creativity and academic achievement.
2. To study the effect of creativity on academic achievement.

HYPOTHESES OF THE STUDY:
1. There is no significant relationship between creativity and academic achievement.
2. There is no significant difference in the academic achievement of secondary school students with different levels of creativity.

RELATIONSHIP BETWEEN DEPENDENT AND INDEPENDENT VARIABLES
Hypotheses with variables for testing significant relationships

Table 1 showing the variables size (N), degrees of freedom (df) and coefficient of correlation ('r') and its significance at 0.05 and 0.01 levels between Academic Achievement and Creativity.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>df (N-2)</th>
<th>'r'</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement and Creativity</td>
<td>600</td>
<td>598</td>
<td>0.220</td>
<td>**</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

In the above table, the co-efficient of correlation between Academic Achievement and Creativity of secondary school students is given. The obtained ‘r’ value is 0.220, which shows a significant positive relationship at 0.01 level (‘r’ critical value 0.115) between Academic Achievement and Creativity of secondary school students. Hence, the null hypothesis was rejected and an alternative hypotheses was accepted that “there is a significant positive relationship between Academic Achievement and Creativity of secondary school students.” It concludes that high creativity students have higher academic achievements and vice versa.

Table-2 shows the Number (N), Mean, Standard Deviation (SD) and 't' value of academic achievement scores due to variation in their Creativity (Low and Moderate).

Sample for the study:
The sample of the present research consists of 600 students of different secondary schools of 6 taluk of south zone of Tumkur district. In this sample 200 students from government, 200 students from aided and 200 students from private schools are taken. From each type of management 100 boys and 100 girls are taken.

The selection of the students for the sample was done by collecting the school marks in the first semester examination of the 9th standard students of 2009-10

The researcher has selected a Stratified disproportionate random sampling from the population.

Tools used for study:
1. Verbal and non-verbal test of creative thinking by Baqer Mehdi
2. First semester marks of 9th std students

STATISTICAL TECHNIQUES EMPLOYED:
The researcher has used the T-test to find out the effect of creativity on academic achievement.

ANALYSIS AND INTERPRETATION OF DATA:
RELATIONSHIP BETWEEN DEPENDENT AND INDEPENDENT VARIABLES

Table-2 showing the Number (N), Mean, Standard Deviation (SD) and 't' value of academic achievement scores due to variation in their Creativity (Low and Moderate)
In table number 3, it can be seen that, 't' value of 1.732 is less than the table value 1.96 even at 0.05 level of significance. So the null hypothesis was accepted that there is no significant difference in academic achievement of secondary school students due to variation in their creativity levels (Moderate and High). Hence, the null hypothesis was accepted.

Level of Creativity (Moderate and High) does not have any effect on the academic achievement of secondary school students.

Table-4 shows the Number (N), Mean, Standard Deviation (SD) and 't' value of academic achievement scores due to variation in their Creativity (Low and High).

From the above mentioned table, it can be seen that, 't' value of 5.458 is greater than the table value 2.59 at 0.01 level of significance. Hence the null hypothesis was rejected and the alternative hypothesis was formulated that there is a significant difference in academic achievement of secondary school students due to variation in their creativity levels. The table further reveals that students having high creativity level (M=74.231) have higher academic achievement than students having low creativity level (M=64.944). Hence, the null hypothesis was rejected.

Level of creativity of secondary school students has an effect on their academic achievement.

**FINDINGS AND CONCLUSION:**

From the above table, it is concluded that there is a significant positive relationship between creativity and academic achievement of secondary school students. It is also concluded that high creative students have higher academic achievement than low creative students.

**EDUCATIONAL IMPLICATIONS:**

- Teachers should provide opportunities for free expression of thought by adopting modern scientific methods of teaching.
- It is the responsibility of the teachers to provide safe and permissive atmosphere to the children where their ideas are encouraged without the threat of evaluation.
- Unusual answers to questions and uncommon solutions to problems should be encouraged and rewarded.
- Creativity mobilization techniques should be used by teachers to mobilize functions essential for various types of creative activities of the students.
- Children should be encouraged to read stories of different kinds, as these will boost the imagination of the students.
- Freedom to commit mistake is the best environment to nurture creativity.