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A comparative study of the values, adjustment and academic achievement of low and high creative students studying in senior secondary schools of Meerut

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Abstract

The concept of values cannot be defined specifically. Every individual has some experiences which increase with the lapse of time, individuals form a few principles of their own conduct, based on the experiences which convert the whole life into a model of Philosophy which originates a specific art of living and provides guidelines for action. Every individual form his beginning days in first grade until secondary grade and later makes a long series of adjustment between the whole unique personalities he is and the program of schools, atmosphere at home with peer group etc. Creativity has been defined variously, but all tell the same story. It consist uniqueness, novelty in ideas. It moves away from the beaten path, from responses already known, defined and expected. Academic Achievement means education is a regulate curriculum in the field / place and to which the named 'Academy' Achievement is defined as performance.

Keywords: Academic achievement, creative students, specific art

Introduction

Values of an Individual are very important determinants of his behavior. They are the part of an individual's inner life expressed through behavior. Different type of values like religious, theoretical, aesthetic etc. act as a motivating force in the behavior of an individual. The concept of values can not be defined specifically. Every individual has some experiences which increase with the lapse of time, individuals form a few principles of their own conduct, based on the experiences which convert the whole life into a model of Philosophy which originates a specific art of living and provides guidelines for action. Adjustment is the process by which a living organism maintains balance between its needs and the circumstances that influences the satisfaction of these needs. Adjustment is a process to understand a person and his behavior. Every individual form his beginning days in first grade until secondary grade and later makes a long series of adjustment between the whole unique personality he is and the program of schools, atmosphere at home with peer group etc. Each boy and girl is seeking to become an individual person having a healthy physique a growing intellectual ability a degree of emotional poise an increased participation in social group. Creativity has been defined variously, but all tell the same story. It consist uniqueness, novelty in ideas. It moves away from the beaten path, from responses already known, defined and expected. It is thinking in different directions. Creativity suggested utmost freedom human thought. The creative individual is free to choose any path that is open to him. It is viewed as involving the production of as many answers as possible to a given problem. Academic Achievement means education is a regulate curriculum in the field / place and to which the named 'Academy' Achievement is defined as performance. Thus the world achievement or performances means the end gain or level of success attained by an individual or group on completion of task whether it is academic named personal or social. Annual examinations marks is considered as Academic Achievement.

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Objectives of the Study

- To study the significant difference in values among low and high creative students studying in senior secondary schools of Meerut.
- To study the significant difference in overall adjustment among low and high creative students studying in senior secondary schools of Meerut.
- To study the significant difference if any in academic achievement among low and high creative students studying in senior secondary schools of Meerut.

Hypotheses

- There is no significant difference in values among low and high creative students studying in senior secondary schools of Meerut.
- There is no significant difference in overall adjustment among low and high creative students studying in senior secondary schools of Meerut.
- There is no significant difference if any in academic achievement among low and high creative students studying in senior secondary schools of Meerut.

Research Methodology of the Study

In the present study descriptive survey method was used.

Variables**Dependent Variables**

- Values

Table 1: Significance in Values between Low and High Creative Senior Secondary Students of Meerut.

Values	Low Creative N=243		High Creative N=327		t-Values	Level of Significance
	Mean	SD	Mean	SD		
Religious	12.83	3.17	13.34	3.29	1.88	N.S.
Social	13.02	3.14	15.60	3.39	8.67	0.01
Democratic	14.75	3.47	15.60	3.50	2.87	0.01
Aesthetic	10.83	2.92	11.67	3.41	3.17	0.01
Economic	11.58	3.37	11.10	3.81	1.60	N.S.
Knowledge	12.55	3.41	12.79	3.35	4.33	0.01
Hedonistic	11.21	3.12	11.35	3.53	0.48	N.S.
Power	10.42	2.78	10.25	3.40	0.65	N.S.
Family-Prestige	11.76	3.25	11.58	4.13	0.60	N.S.
Health	10.88	3.50	10.93	3.14	0.18	N.S.

Table 1 reveals that t- value of low creative students and high creative students for religious value is 1.88 which is not significant even at 0.05 levels of significance. So the null hypothesis, There is no significant difference in religious value between low and high creative students is accepted. The obtained difference in religious value of low and high creative students is not real but it may be due to sampling error. Thus it can be interpreted that there is no significant difference in religious value of low and high creative students in senior secondary schools of Meerut.

Table 1 also reveals that t- value of low and high creative students of social value 8.67 which is significant at 0.01 levels of significance. So the null hypothesis. There is no significant difference in social value between low and high creative students is rejected. The obtained difference in social value of low and high creative students is rejected. The obtained difference in social value of low and high creative students is real and is not due to sampling error. Further the mean score in social value of high creative students 15.60 which is higher than the mean score of 13.02 in social value of low creative students. Hence, it can be interpreted that social value of high creative students is

- Adjustment
- Academic Achievement

Moderator Variables --- Gender**Independent Variables --- Low creative and High creative**

Sampling: A sample of 570 students of (both sex) senior secondary school studying in government, government aided and public schools of Meerut. Schools was selected randomly and random cluster sampling technique was used.

Tools used in Research

- Verbal Test of Creative Thinking ----- Dr. Baquer Mehdi.
- Personal Value Questionnaire ----- Dr. (Mrs.) G.P. Shery and R.P. Verma.
- Adjustment Inventory for School Students --- Dr. A.k.P. Sinha and R.P. Singh.
- Academic Achievement ----- -11th Class annual examination scores.

Statistical Technique: The obtained data were analyzed by using descriptive statistical technique such as mean, standard deviation and t-test.

Result and discussion

more significant that social value of low creative students in senior secondary schools of Meerut.

It is evident table from table 1 that t – value of creative students for democrat ic value 2.86 which is significant at 0.01 levels of significance. So the null hypothesis. There is no significant difference in democratic value between low and high creative students is rejected. The obtained difference is democratic value of low and high creative students is real and is not due to sampling error. Further the mean score in democratic value of high creative students 15.60 which is higher than the mean score of 14.75 in democratic value of low creative students. Hence, it cat can be intercepted that democratic value of high creative students is more significant than democratic value of low creative students in senior secondary schools of Meerut.

It is clear from Table 1 that t-value of low creative and high creative students for knowledge value which is significant at 0.01 levels difference. So the null hypothesis. There is no significant difference in knowledge value between low and high creative students is rejected. The obtained difference in knowledge value of low and high creative students is real and is not due to sampling error Further the mean score in

knowledge value of high creative students 13.79 which is higher than the mean score of 12.55 knowledge value of low creative students. Hence, it can be interpreted that knowledge value of high creative students is more significant than knowledge value of low creative students in secondary schools of Meerut.

Table no. 1 reveals that t-value of low creative students and high creative students for power value is 0.65 which is not significant even at 0.05 levels of significance. So the null hypothesis. There is no significant difference in power value between low and high creative students is accepted. The calculated difference in power value of low and high creative students is not real but it may be due to sampling error. Thus it can be interpreted that there is no significant difference in power value of low and high creative students in senior secondary schools of Meerut.

It is clear from Table 1 that t-value of low and high creative student for family – prestige value is 0.60 which is not significant even at 0.05 levels of significance. So the null

hypothesis. There is no significant difference in family-prestige value of low and high creative students is accepted. This is calculated difference in family –prestige value of low and high creative students is not real but it may be due to sampling error. Thus it can be interpreted that there is no significant difference in family –prestige value of low and high creative students in senior secondary schools of Meerut.

An inspection of the Table 1 reveals that t-value of low and high creative students for health value is 0.18 which is not significant even at 0.05 levels of significance. So null hypothesis. There is no significant difference in health value between low and high creative students is accepted. This is calculated difference in health value of low and high creative students is not real but it may be due to sampling error. Thus it can be interpreted that there is no significant difference in health value of low and high creative students in senior secondary schools of Meerut.

Table 2: Significance in Adjustment Low and High Creative Senior Secondary Students of Meerut.

Adjustment	Low Creative N = 243		High Creative = 327		t-Value	Level of significance
	Mean	S D	Mean	S D		
Emotional	5.28	3.24	5.04	3.46	0.88	N.S.
Social	9.48	2.95	8.72	3.04	2.97	0.01
Educational	8.27	3.47	8.03	3.49	0.81	N.S.
Overall	23.03	6.25	21.79	7.25	2.20	0.05

Table no-2 reveals that t-value of low creative students and high creative students for emotional adjustment is 0.88 which is not even significant at 0.05 levels of significance. So the hypothesis is null. There is no significant difference in emotional adjustment between low and high creative students, is accepted. The calculated difference in emotional adjustment of low and high creative is not real but it may be due to sampling error. Thus it can be interpreted that there is no significant difference in emotional adjustment of low and high creative students in senior secondary schools of Meerut.

Table no-2 reveals that t- value of low creative students and high creative students for social adjustment is 2.97 which is significant at 0.01 level of significance. So the null hypothesis, There is no significant difference in social adjustment between low and high creative students, is rejected. The obtained difference in social adjustment of low and high creative students is real and is not due to sampling error. Further the mean score in social adjustment of high creative students is 8.72 which is lower than the mean score of 9.48 in social adjustment of low creative students. Hence, it can be interpreted that social adjustment of high creative students is less significant than social adjustment of low creative students in senior secondary schools of Meerut.

Table no.-2 also reveals that t- value of low creative students and high creative students for educational adjustment is 0.81 which is not significant even at 0.05 levels of significance. So the null hypothesis, There is no significant difference in educational adjustment between low and high creative students, is accepted. The calculated difference in educational adjustment of low and high creative students is not real but it may be due to sampling error. Thus it can be interpreted that there is no significant difference in educational adjustment of low and high creative students in senior secondary schools of Meerut.

Table no. 2 also reveals that t-value of low creative students and high creative students for overall adjustment is 2.20 which is significant at 0.05levels of significance. So the null hypothesis, There is no significant difference in overall adjustment between and high creative students, is rejected. The obtained difference in overall adjustment of low and high creative students is real and is not due to sampling error. Further the mean score in overall adjustment of high creative students is 21.79 which is lower than the mean score 23.03 in overall adjustment of low creative students. Hence, it can be interpreted that overall adjustment of high creative students is less significant than overall adjustment of low creative students in senior secondary schools of Meerut.

Table 3: Significance in Academic Achievement Low and High Creative Senior Secondary Students of Meerut.

Academic Achievement	N	Mean	S.D.	t- Value	Level of Significance
Low Creative	243	53.51	17.40	7.48	0.01
High Creative	327	59.83	12.27		

Table no-3 reveals that t-value of low creative students and high creative students for academic achievement 7.48, which is significant at 0.01 levels of significance. So the null hypothesis. There is no significant difference in academic achievement between low and high creative

students, is rejected. The obtained difference in academic achievement of low and high creative students is real and is not due to sampling error. Further the mean score in academic achievement of high creative students is 59.83 which is higher than the mean score 53.51 of low creative

students. Hence, it is interpreted that academic achievement of high creative students is more significant than academic achievement of low creative students in senior secondary schools of Meerut.

Conclusion

1. The high creative students of Meerut are social democratic, aesthetic and better in knowledge than low creative students.
2. Male high creative students are religious democratic, aesthetic, economic, knowledge and hedonistic than male low creative students.
3. Female low creative students are social, economic than female low creative students. No significant difference in rest of the values.
4. The high creative students are better in academic achievement than the low creative students of Meerut.

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