

RELATIONSHIP BETWEEN CREATIVITY TRAITS AND ACADEMIC PERFORMANCE OF MANAGEMENT STUDENTS

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In today's competitive era and changing atmosphere, Creativity in Public and Private sector comes to the term of the challenges and innovation. Creativity measures the ability to accomplish goals and helpful to make students more creative and make more evaluative and decision maker. Creativity does not define the capability to make out of nothing, but the talent to make new ideas, changing or reapplying, by combining, existing ideas. The paper examines the Creativity Traits of Management students and also to find out the relationship between the Creativity Traits and Academic Performance of Management Students. The data was collected by standardized questionnaire on 5 point Likert Scale developed by ((Pareek and Purohit, 1997)) with 135 Management students. The study concludes that on the dimension of Creativity Traits Students are more Openness, Freedom and Risk-taking this shows that they are independent, trusting and responsible also. The study also found that there is relationship between Academic Performance and Creativity Traits. On the Challenges, Freedom, Liveliness and Risk-taking there is positive weak correlation with Academic Performance and whereas on the Openness and Conflict trait there are negatively related with Academic Performance.

Key words: Creativity Traits, Academic Performance, Higher Education

INTRODUCTION

Creativity is the cognitive ability to generate new ideas, concepts, designs and opportunities whereas innovation helps to add values to new style of thinking. Creativity means different images comes in our mind. Without creativity, people are not able to think in a new way somewhere they are struck up with their childhood behaviors, patterns, structures, concepts and perceptions. That is the reason creativity pattern reflects in multiplicative perception, constructive and design new concepts. There are optimistic people who express usual thoughts, who are motivating and inspiring others. People are imaginative, inventive risk takers and competitors. But their quality is different in extent from one person to another. The creativity depends upon on their originality and creativity. Creativity is the ability of a person to solve a problem in creative manner. With the use of creative knowledge, can solve specific problems. A person needs opportunity to be creative and apply creativity. Creativity energies the group of ideas, which we need regularly. For creativity people must have desire to create something new, and people need to have the talent to carry out and emerge this wish and drive.

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In the study of Lloyd (2008) Creativity defined as the creative human qualities and abilities concerned with institution, dream, improvisation, originality, vision, and curiosity – the natural ‘artful’ intellect and ability of people. According to the Dictionary definition “Creativity” is “the ability to create” or “the ability to produce something new through imaginative skill”. (Kesim 2009, p. 81). The National Advisory committee on Creative and Cultural education (NACCCE) present a meaning of Creativity as “imaginative activity fashioned so as to produced outcomes that are both original and of value”. This definition expresses five features of creativity , Using imaginings, a fashion process ,Pursuing purpose, Being original, Judging value (Kesim, 2009, p. 81).

DIMENSIONS OF CREATIVITY

Challenges	Creative person like challenges and problems actively and with enjoyment.
Freedom	Creative People like to be happy and independent and ready to take initiatives and raise voice to his/her ideas.
Liveliness	Creative people make themselves always busy in different activities. They remain excited and happy.
Openness	Creative people are more open to learn from their mistakes
Conflicts	Creative people are more helpful and empathic in nature and preferred win-win conflict style
Risk Taking	Creative people are adaptive in nature and full of generating new ideas. (Pareek and Purohit, 1997).

ACADEMIC PERFORMANCE

Education is the broad term of learning in which the knowledge, behaviors and skill of a collection of people are shared from one group to other through training, teaching and research. Academic performance is the important part of the education. The term academic performance refers to the way how the students deal with their studies and how they handle with complete different tasks given to them by their teachers. Academic performance is the outcome of education and it explores at which extent a student, teacher or institutions has attained their educational objectives. Academic performance reflects the student ability and the students who are academically successful have higher self-esteem, and they have lower level of depression and anxiety and academically successful students have higher self-confidence as compare to others. Academic success is important because it will help to students to tackle the technology demanding occupations of the future. At the targeted organization, the academic performance of a student is assessed through various parameters which include continuous assessment, mid-term exam and end term exam.

REVIEW OF LITERATURE

Creativity measures the ability to accomplish goals and helpful to make students more creative and make more evaluative and decision maker. **Chand and Runco**

(1995) study aimed to understand cognitive research on creativity need to understand and the process of creativity and this study also presented the model of creative thinking with problem finding knowledge and motivation component. The study founded that cognition and creativity both used to understand the creative thinking. **Scott and Hunsaker (2005)** attempted to analyze the confidence level in students and investigate the use of creativity training programs in their classroom. The study focuses on strategies used in the class room and looked upon creative person, product and environment. The study found that much more work is needed to develop the creativity training program and students are well prepared to use specific strategies. **Walton (2006)** depicted study to improve how to do things and ability to accomplish the goals. The study found that leadership and creativity are giving thoughts to managing the designation in organization. **Lloyd and Kerr (2008)** suggested that management education needs to consider a trend in learning design to create advance pedagogical process this study required skills for training to facilitating transformational learning. This study founded that artful learning enhance the capacity for awareness of creativity and helps to develop managers and leaders. **Shaheen (2010)** conducted a research study to know the changing role of education in creativity with the use of evidence and document in implementation of creativity. The study found that creativity helps in education and thinking of creative ideas which effects on society. Creativity becomes a part of the educational agenda. **Larry and Livingston (2010)** attempted to analyze the approaches to creativity in education context and organize the intellectual community into new patterns of interaction according to time allocation. The study helped to access the information data, knowledge and opinion. The study founded that creativity is not a teaching activity it understand and build up by own self. **Santovec (2013)** depicted the study to encourage the creativity and innovations to the women's and this study also gives the idea for training to peers for creativity and innovation. This study found that ideas generated more potential for success and invite innovations with creative thinking tools. **Shuaib (2013)** conducted a research study on creativity education which includes active intellectual process like making, Solve problem, mental ability, decision making and assessment. The study found that best academician is essential in creative education. This study also found that anticipated teaching and learning technique that academician in creative education can use in learning and teaching process.

Yakasai et al. (2010) attempted to examine the extent to which the level of creativity and emotional intelligence inclined the academic achievement of students. The sample size included 235 subjects and measure 3 instruments i.e. CGPA, SCIF, WLEIS and NHCT were used to collect data. The study found that no significant relationship between creativity and CGPA scores of the HND and BBA students of Polytechnics in the South Western States of Nigeria and research found that there was no significant difference on the basis of Gender and parameter of academic

achievement, creativity and emotional intelligence. **Riasati and Baghaei (2013)** attempted to study the association between teachers Creativity and Students academic performance. To investigate the association data were collected through (TTCT) and to measure the students' academic performance the final scores was taken as the academic achievement. The study found that teacher's creativity level and student's academic performance are interrelated and also found that creativity can make difference in students' achievement and creativity can incorporate through creative techniques and strategies into their teaching practices. **Ogunsanya et al. (2010)** attempted to examine the association between student's creativity and academic achievement on the parameter of the CGPA. The study selected the 235 students of Hindi Business administration of Polytechnics. The data was collected by two instruments (NHCT) and (SCIF) were used. In order to achieve the research objectives the researcher has applied T-test with the help of SPSS. The study found that low negative significant association between Creativity and CGPA scores and also found that the inverse relationship between students creativity and CGPA scores. A creative person may not necessarily that to perform high highflier in the school. **Facca et al. (2012)** depicted the relationship between creativity and entrepreneurship and this study also focused on efficiency of including different thinking exercise in the entrepreneurship classroom. The study found that the students were more creative who enrolled in the entrepreneurship class and better on different thinking as compared to those who did not enrolled. The study also found that it helped to make a huge range of ideas.

MATERIAL AND METHODS

The Methods and Materials deals with the objective, Sources of data, Research Design, Target Population, Sampling Technique, Tools and Data Collection Procedure and Statistical Tool.

OBJECTIVES OF THE STUDY

- To study the Creativity Traits of Management students.
- To study the relationship between Creativity Traits and Academic Performance of Management Students.

SOURCES OF DATA

The data has been collected by the students of Management in the university. It includes 135 students which are studying in Management.

RESEARCH DESIGN

A descriptive research has been conducted to study the Creativity Traits of Management students and also help to find out the relationship between Creativity traits and Academic Performance.

TARGET POPULATION

The Target population in the study focuses on 135 students which are studying in the Management. The questionnaire was distributed to 150 students and 135 students responses used in the study. The study included both male and female students who are studying in Management.

SAMPLING TECHNIQUE

In order to attain the objective of the study sample are selected on the basis of simple random sampling from the Management students of the university.

TOOLS AND DATA COLLECTION PROCEDURE

In order to achieve the objectives a standardized questionnaire developed by Purohit, 1997, has been used to take the responses of the students. To study Creativity Traits of Management Students. The creativity trait questionnaire has 24 statements which measures the level of creativity in terms of the challenge, freedom, liveliness, openness, conflict and risk-taking among the Management students. In order to attain the objective data collection the information given by the researcher and after that the questionnaire was distributed among the students and then administrates the complete questionnaire of Creativity according to standardized instruction and norms. After getting the responses with the help of standardized questionnaire key measure the Creativity trait among the Management students with the help of their -rating.

STATISTICAL TOOL

To achieve the objective or to know the Creativity Traits among the Management students, Descriptive statistics was used with help of statistical tools and Correlation analysis was used to find association between Creativity Traits and Academic Performance.

RESULT AND DISCUSSION

Result and Discussion deals with Data Representation and Interpretation of the study in which the Creativity Traits and Academic Performance of the Management Student has been discussed.

The below table represents the Dimensions of creativity traits such as Challenges, Freedom, Liveliness, Openness, Conflict and Risk –taking. The 2nd column signifies the number of respondents, 3rd column denotes the minimum range and the fourth column represents the maximum range. The description of the table discussed below.

Objective 1: To study the Creativity Traits of Management Students.

TABLE 1 1 : REPRESENTS THE DIMENSIONS OF CREATIVITY TRAITS AMONG THE MANAGEMENT STUDENTS

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Challenges	135	25.00	100.00	55.7407	16.51922
Freedom	135	25.00	100.00	62.7315	14.71526
Liveliness	135	25.00	100.00	47.8649	16.50009
Conflict	135	25.00	100.00	54.3426	17.06402
Risktaking	135	25.00	100.00	62.7704	18.25871
Valid N (listwise)	135				

The above table represents the Dimensions of the Creativity Traits among the Management students. On the Challenges trait the mean score of the students is 55.74 i.e. creative people approaches challenges and difficulties energetically and with enjoyment. On the Freedom trait the mean score of the students is 62.73 i.e. creative people likes to be do their independent work, ready to take initiatives and they prefer to put forward their ideas. On the Liveliness trait the mean score of the students is 47.86 i.e. creative people more prefer to engage themselves in keep them excited and happy. On the Openness trait the mean score is 65.36 i.e. creative people are more open to learn from their mistakes. On the Conflict trait the mean score is 54.34 i.e. creative people are more helpful and empathic in nature and preferred win-win conflict style. On the Risk-taking trait the mean score is 62.77 i.e. creative people are adaptive in nature and full of generating new ideas. (Pareek and Purohit, 1997).

The below table shows that correlation between Academic Performance and Dimensions of Creativity trait. The table represents the correlation either positive or negative among them.

Objective 2: To study the relationship between Creativity Traits and Academic Performance of Management Students.

TABLE 1.2: REPRESENTS THE RELATIONSHIP BETWEEN CREATIVITY TRAITS AND ACADEMIC PERFORMANCE

		<i>Academic performance</i>	<i>Challenges</i>	<i>Freedom</i>	<i>Liveliness</i>	<i>Openness</i>	<i>Conflict</i>	<i>Risktaking</i>
Academic performance	Pearson Correlation	1	.178 [*]	.096	.022	-.051	-.131	.100
	Sig. (2-tailed)		.038	.267	.801	.559	.129	.247
	N	135	135	135	135	135	135	135
Challenges	Pearson Correlation	.178 [*]	1	.291 ^{**}	.481 [*]	.094	.332 ^{**}	.336 ^{**}
	Sig. (2-tailed)	.038		.001	.000	.278	.000	.000
	N	135	135	135	135	135	135	135

contd. table 1.2

		<i>Academic perfor- mance</i>	<i>Challe- nges</i>	<i>Freedom</i>	<i>Liveliness</i>	<i>Openness</i>	<i>Conflict</i>	<i>Riskta- king</i>
Freedom	Pearson	.096	.291**	1	.208*	-.057	.021	.219*
	Correlation							
	Sig. (2-tailed)	.267	.001		.015	.512	.807	.011
	N	135	135	135	135	135	135	135
Liveliness	Pearson	.022	.481**	.208*	1	.109	.459**	.183*
	Correlation							
	Sig. (2-tailed)	.801	.000	.015		.207	.000	.034
	N	135	135	135	135	135	135	135
Openness	Pearson	-.051	.094	-.057	.109	1	.111	.015
	Correlation							
	Sig. (2-tailed)	.559	.278	.512	.207		.199	.864
	N	135	135	135	135	135	135	135
Conflict	Pearson	-.131	.332**	.021	.459*	.111	1	.227**
	Correlation							
	Sig. (2-tailed)	.129	.000	.807	.000	.199		.008
	N	135	135	135	135	135	135	135
Risktaking	Pearson	.100	.336**	.219*	.183*	.015	.227**	1
	Correlation							
	Sig. (2-tailed)	.247	.000	.011	.034	.864	.008	
	N	135	135	135	135	135	135	135

From the above table it is clear that there is correlation between Academic Performance and Creativity traits among Management Students. There is a positive relationship between academic performance and challenge dimension of Creativity Trait. The value of $r = .178$ it shows the weak relationship. This shows that the student who is good in academic can enjoy the challenges and difficulties. On the Freedom dimension, there is positive relationship between Freedom and Academic Performance. The value of $r = 0.96$ this shows weak relationship i.e. students who is good in academics can initiative and raise his/her voice in ideas. On the Liveliness dimension, there is positive relationship between Academic Performance and Liveliness. The value of $r = 0.22$ this shows weak relationship i.e. students can remains happy and excited. On the Openness dimension, there is negative relationship between academic performance and Openness. The value of $r = -.051$, this shows weak relationship, it is clear that to become Openness Creative trait person not compulsory that he/she must be good in academic. On the Conflict dimension, there is negative relationship between Academic Performance and Conflict. The value of $r = -.131$, this shows weak relationship, it is clear that to become Conflict Creative trait person not compulsory that he/she must be good in academic. On the Risk-Taking dimension, there is positive relationship between Academic Performance and Risk-Taking. The value of $r = .100$, this shows the week relationship i.e. students are ready to takes responsibility and they doesn't feel shy to act on new ideas. (Pareek and Purohit, 1997).

CONCLUSION

The broad objective of the research is to study the Creativity Traits of Management students and the second objective of the study the relationship between Creativity Traits and Academic Performance of Management Students. The finding of the study concludes that on the dimension of Creativity Traits Students are more Openness, Freedom and Risk-taking this shows that they are independent, trusting and responsible also. The study also found that there is relationship between Academic Performance and Creativity Traits. On the Challenges, Freedom, Liveliness and Risk-taking there is positive weak correlation with Academic Performance and whereas on the Openness and Conflict trait there are negatively related with Academic Performance. **Ogunsanya et al. (2010)** The study found that low negative significant association between Creativity and CGPA scores and also found that the inverse relationship between students creativity and CGPA scores. A creative person may not essentially that to perform high highflier in the school. **Facca et al. (2012)** study found that the students were more creative who enrolled in the entrepreneurship class and better on divergent thinking. The result indicates that there is no significant association among the Creativity traits and academic performance of the Higher education students.

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