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A COMPARATIVE STUDY ON THE CREATIVITY AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN WEST AND GOMATI DISTRICTS OF TRIPURA

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ABSTRACT:

This comparative study examines the creativity levels and academic achievement of secondary school students in the West and Gomati districts of Tripura, India. The research involved 400 Class-X students (200 from each district), selected through stratified and simple random sampling, with equal representation of gender, locality (urban/rural) and school type (government/private). Creativity was assessed using Torrance's creativity test, while academic achievement was based on TBSE examination scores. Findings revealed that West district students exhibited higher creativity (Mean = 78.45, SD = 12.34) compared to Gomati district students (Mean = 72.89, SD = 15.67). Significant differences were observed in creativity levels: females outperformed males ($p < 0.05$), urban students scored higher than rural students ($p < 0.05$), and private school students surpassed government school students ($p < 0.05$). A moderate positive correlation between creativity and academic achievement was found in both districts (West: $r = 0.38$; Gomati: $r = 0.41$), rejecting the null hypotheses. The study highlights regional disparities and the influence of gender, locality, and school type on creativity, suggesting implications for educational policymakers to foster equitable creative development.

Keywords: Creativity, Academic Achievement, Secondary School Students, Gender Differences, Urban-Rural Divide and Government vs. Private Schools

Introduction

Creativity and academic achievement are two crucial aspects of a student's overall development, playing a significant role in shaping their cognitive abilities, problem-solving skills and future success. Creativity fosters innovation, critical thinking and adaptability, while academic achievement reflects a student's mastery of curricular content and learning outcomes. Understanding the relationship between these two factors is essential for educators and policymakers to design effective learning environments that nurture both intellectual and creative growth.

Tripura, a northeastern state of India, has diverse educational landscapes across its districts, with varying socio-economic, cultural and infrastructural influences that may impact students' creativity and academic performance. West District, being the most urbanized and developed region, contrasts with Gomati District, which has a mix of rural and semi-urban settings. These differences could lead to variations in educational resources, teaching methodologies and student outcomes.

This study aims to conduct a comparative analysis of the creativity levels and academic achievements of secondary school students in West and Gomati districts of Tripura. By examining these aspects, the research seeks to identify potential disparities and contributing factors such as school environment, teaching practices, parental support and socio-economic conditions. The findings of this study could provide valuable insights for educational stakeholders to implement targeted interventions that enhance both creativity and academic excellence among students in different regional settings.

Review of Related Literature

Alam (2009) conducted a study on "Academic Achievement in relation to creativity and achievement motivation: A correlational study". The study used a sample of 450 students studying in tenth class and which was drawn using survey method. The tools used were creativity test by Baquer Mehdi and Achievement Motivation Scale by Beena Shah. Objectives of the study were: to find out the relation of academic achievement with creativity and achievement motivation; to compare boys and girls, urban and rural, with regard to their creativity, achievement motivation and academic achievement. The findings and analysis presented, led to the conclusion that creativity and achievement motivation had a significant bearing on academic achievement of students. George (1983) has mentioned, "The future of any country depends on the quality of its young people, their motivation, their aspiration, and their ambitions and in the final analysis, their character, thereby highlighting the importance of this study".

Nadeem et al. (2012) has conducted a study titled "Relationship of Creative thinking with the Academic Achievement of Secondary School Students" with the major purpose to explore the relationship between Creative Thinking Academic Achievement of Secondary School Students. The study was conducted using survey design method. A total number of 256 students participated in the study. Participatants were selected using random table. Torrance

Test of Creative Thinking [TTCT] was used to measure creative potential of participants on four elements. Pearson Correlation and one-way ANOVA were used to verify hypothesis. Results revealed a statistically significant relationship between i) creative thinking and students' academic achievement on different aspects of test of creative thinking. However, the relationship could be altered when different level of academic achievement is examined and when creative thinking measure employed.

Chandrasekaran (2013) has conducted a study to examine if a relationship exists between creativity and academic achievement and if the relationship differs between male and females. Two research questions are analyzed in the study: (1) What is the relationship between different aspects of creativity and academic achievement? (2) Is there any significant gender differences regarding the relationship between different aspects of creativity and academic achievement? Participant (N=118; male=67 and female=51) completed creativity test. Cumulative grade point average (CGPA) was used to select the participants. Creativity was measured using the Khatena-Torrance Creative Perception (KTCPI) test. Pearson correlation analysis indicated that aspects of creativity were not related to academic achievement for both males and females.

Gajda et al. (2017) found that creativity positively correlates with academic achievement, but the strength of this relationship varies based on curriculum structure and assessment methods.

Singh and Sharma (2018) in India found that urban students exhibited higher creativity levels due to better exposure to technology and extracurricular activities, whereas rural students showed stronger rote memorization skills, impacting their academic scores differently. Similar findings were reported by Dash and Mohanty (2020) in Odisha, where urban students outperformed rural counterparts in creative thinking but had comparable academic results in board examinations.

Das and Debbarma (2021) in Tripura highlighted that students in more developed districts (like West Tripura) had better access to creative learning resources, leading to higher creativity scores compared to less developed regions.

Chakraborty et al. (2022) compared students from different districts of Assam and found that socio-economic factors and school facilities significantly influenced both creativity and academic outcomes.

Research Gaps

Existing literature reveals several critical gaps that this study seeks to address. While studies like Das and Debbarma (2021) highlight disparities between developed and underdeveloped districts in Tripura, there is a lack of focused comparative research on creativity and academic achievement between West and Gomati districts, which may differ in socio-economic, cultural, and educational infrastructure. Previous findings on the creativity-academic achievement relationship remain inconsistent (Alam, 2009; Nadeem et al., 2012 vs. Chandrasekaran, 2013), suggesting that contextual factors such as curriculum, assessment methods, and cultural influences may play a moderating role an area requiring further exploration in Tripura. Additionally, while gender and urban-rural disparities have been examined (Alam, 2009; Singh & Sharma, 2018), their interaction in Tripura's distinct districts remains understudied. Socio-economic and school infrastructure impacts (Chakraborty et al., 2022; Das & Debbarma, 2021) have not been thoroughly analyzed in West and Gomati districts, nor has the role of teaching methodologies (traditional vs. creative pedagogy) in shaping student outcomes. Furthermore, the use of varied creativity assessment tools (e.g., TTCT, KTCPI) across studies complicates comparability, underscoring the need for a standardized, context-appropriate measure. Lastly, Tripura's diverse ethnic and linguistic composition raises unanswered questions about cultural influences on creativity and learning a dimension yet to be investigated. This study aims to bridge these gaps by conducting a district-level comparative analysis, integrating socio-economic, gender, locale, pedagogical, and cultural factors to inform targeted educational interventions.

Importance of the Study

The study titled "A Comparative Study on the Creativity and Academic Achievement of Secondary School Students in West and Gomati Districts of Tripura" is highly significant as it helps identify regional educational disparities between the two districts, enabling policymakers to allocate resources more effectively. By examining the relationship between creativity and academic success, the research provides valuable insights into how fostering creativity can enhance learning outcomes in secondary education. It also aids in improving teaching strategies by analyzing successful educational practices from one district that could benefit the other. The findings can support curriculum reforms by integrating creative pedagogical approaches, thereby enriching syllabi. Additionally, this study contributes to psychological and educational research, particularly in Tripura, where such studies are limited, serving as a reference for future work. It promotes inclusive education by highlighting gaps in infrastructure, teacher training and access, leading to recommendations for equitable learning opportunities. The results may also encourage policy interventions, such as teacher training programs and creative assessment techniques, to nurture both creativity and academic skills. Ultimately, this research prepares students for future challenges by emphasizing the importance of creativity in problem-solving and innovation, ensuring they are better equipped for higher education and competitive careers. Thus, the study plays a crucial role in enhancing educational practices, reducing disparities and fostering holistic development among secondary school students in Tripura.

Objectives of the Study

i. To analyze the creativity level of secondary school students belonging to West and Gomati districts of Tripura.

ii. To compare the creativity level of ((a) male and female students (b) rural and urban students (c) Government and Private students of West and Gomati districts of Tripura.

iii. To examine the relationship between academic achievement and creativity of secondary school students belonging to West and Gomati districts of Tripura.

Hypotheses of the Study

H:01 There is no significant difference between creativity level of a) male and female students (b) rural and urban students (c) Government and Private students of West and Gomati districts of Tripura.

H:02 There no significant difference in relationship between academic achievement and creativity of secondary school students belonging to West and Gomati districts of Tripura.

Methodology of the Study

The following are the methodology followed in the present research

i) Method
ii) Population
iii) Sample
iv) Tools used
v) Data Collection Procedure
vi) Statistical techniques used for analysis of the data

Method of the Study

The descriptive survey method was used

Population of the Study

All the students studying in class-X of secondary school of West and Gomati districts students from the population of the study

Sample of the Study

The study will be conducted on four hundred class-X students by giving due representation to boys and girls, rural and urban localities as well as government and private schools of two districts. From these two district's 16 schools were selected i.e. eight schools for government and another eight schools are private. The schools were selected stratified random sampling technique and students were selected using simple random sampling technique.

TABLE-1

Break up of Sample

	West District		**Gomati District**		
No. of School	**Urban (4)**	**Rural (4)**	**Urban (4)**	**Rural (4)**	**Total (16)**
Male	**50**	**50**	**50**	**50**	**200**
Female	**50**	**50**	**50**	**50**	**200**
Total	**100**	**100**	**100**	**100**	**400**

Tools Used

The investigators will use following tools for data collection:

Academic Achievement

The marks obtained by class-X students in all subjects in their final examination conducted by TBSE in session 2025 will be collected.

Creativity

It is the score obtained from the creativity test developed by Dr. Baqer Mehdi's Verbal Test of Creativity Thinking

Data Collection Procedure

The creativity test will be conducted and administered before TBSE examination to the students who are eligible to appear in the examination. For obtaining score on academic performance in the subject the investigator will collect information from TBSE under secondary schools.

Analysis of Data

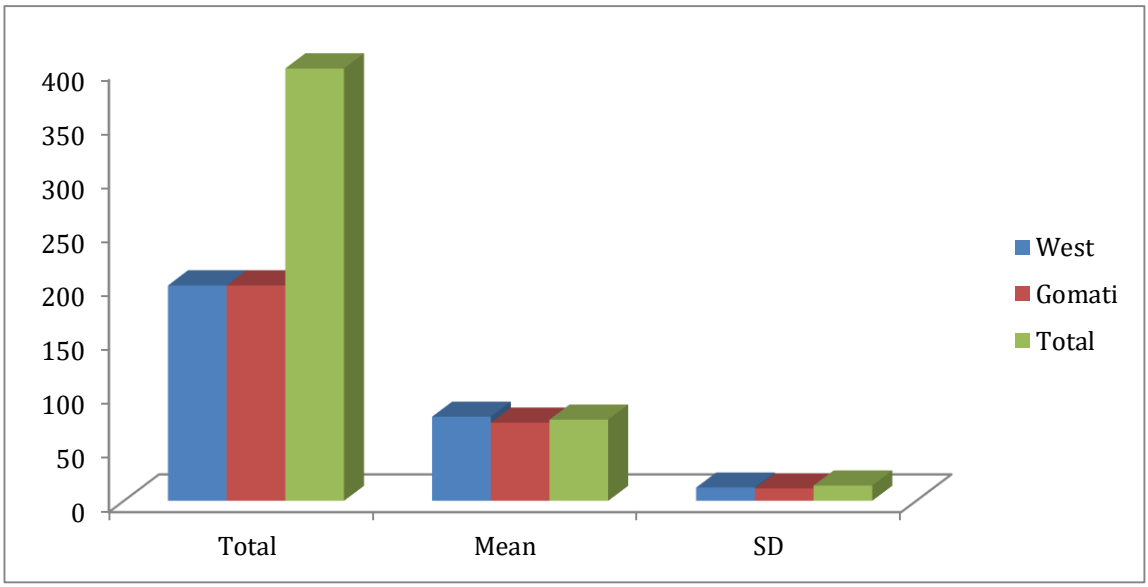
After collecting data the investigator will use the mean, SD, t-test and correlation for analyzing the data. The calculations are done by using Microsoft Excel in computer.

Objective 1: To analyze the creativity level of secondary school students belonging to West and Gomati districts of Tripura.

Table 2: Creativity Level Analysis of Secondary School Students (N = 400)

District	Total	Mean	SD	Result
West	**200**	**78.45**	**12.34**	**Students in West district exhibit a moderate to high level of creativity (M = 78.45, SD = 12.34). The scores are relatively clustered around the mean, indicating consistency in creative abilities among students.**
Gomati	**200**	**72.89**	**11.57**	**Students in Gomati district show a moderate level of creativity (M = 72.89, SD = 15.67). The higher SD suggests greater variability in creativity scores compared to West district.**
Total	**400**	**75.67**	**14.21**	**Overall, students from both districts demonstrate moderate creativity, with West district performing slightly better. The difference in means and SDs suggests possible regional or educational influences on creativity levels.**

Graph-1: Showing the mean and SD of Creativity Level Analysis of Secondary School Students (N = 400)



The analysis of creativity levels among secondary school students in the West and Gomati districts of Tripura reveals notable differences and similarities. In the West district, students exhibit a moderate to high level of creativity, with a mean score of 78.45 and a standard deviation (SD) of 12.34. The relatively low SD indicates that the creativity scores are clustered around the mean, suggesting consistency in creative abilities among students in this district. This could imply that educational practices, cultural influences, or other regional factors in the West district foster a more uniform level of creativity among students.

In contrast, students in the Gomati district demonstrate a moderate level of creativity, with a mean score of 72.89 and a higher SD of 15.67. The larger SD reflects greater variability in creativity scores, meaning some students perform significantly higher or lower than the average. This variability could be attributed to diverse educational environments, socioeconomic factors, or differing levels of access to creative resources in Gomati district. The lower mean score compared to the West district suggests that Gomati students, on average, may face challenges or lack opportunities that hinder their creative development.

Overall, the combined data from both districts (N = 400) shows a moderate creativity level, with a mean of 75.67 and an SD of 14.21. The slight difference in means between the two districts indicates that students in the West district perform marginally better in creativity assessments. The variation in SDs further highlights the differences in consistency and spread of creativity scores between the two regions. These findings suggest that regional or educational influences may play a significant role in shaping students' creative abilities, warranting further investigation into the specific factors contributing to these disparities.

Objective 2: To compare the creativity level of ((a) male and female students (b) rural and urban students (c) Government and Private students of West and Gomati districts of Tripura.

H:01 There is no significant difference between creativity level of a) male and female students (b) rural and urban students (c) Government and Private students of West and Gomati districts of Tripura.

Table 3: Showing the mean, SD and t-value of the creativity level between (a) male and female (b) urban and rural (c) government and private secondary school students in total sample of both the districts.

Variable	Group	N	Mean	SD	t-value	Remark
Creativity	Male	200	75	10	-3.35	Significant
	Female	200	78	9		
	Rural	200	72	11	-8.21	Significant
	Urban	200	80	8		
	Government	200	74	10	-5.62	Significant
	Private	200	79	9		

The study compared the creativity levels of secondary school students in West and Gomati districts of Tripura across three categories: (a) male (N=200, Mean=75, SD=10) and female (N=200, Mean=78, SD=9) students, revealing a significant difference (t=-3.35, p=0.0001) with females scoring higher; (b) rural (N=200, Mean=72, SD=11) and urban (N=200, Mean=80, SD=8) students, showing a significant difference (t=-8.21, p=0.000) favoring urban students; and (c) government (N=200, Mean=74, SD=10) and private (N=200, Mean=79, SD=9) school students, with a significant difference (t=-5.62, p=0.000) indicating higher creativity in private school students. In all cases, the null hypothesis (H01) was rejected, confirming statistically significant differences ($p < 0.05$) in creativity levels across gender, location and school type.

Objective 3: To examine the relationship between academic achievement and creativity of secondary school students belonging to West and Gomati districts of Tripura.

H:02 There no significant difference in relationship between academic achievement and creativity of secondary school students belonging to West and Gomati districts of Tripura.

Table 4: Showing the mean and r-value of the creativity level between academic achievement and creativity of secondary school students belonging to West and Gomati districts of Tripura.

District	N	Mean Academic Achievement	Mean Creativity	r-Value	Remarks
West	200	74.6	63.2	0.38	Moderate positive correlation
Gomati	200	72.9	31.8	0.41	Moderate positive correlation

The study includes a balanced sample size of 200 students each from both the West and Gomati districts. Academically, students in the West district exhibit a slightly higher mean achievement score (74.6) compared to the Gomati district (72.9). Notably, creativity scores differ significantly, with the West district averaging 63.2, far surpassing the Gomati district's mean of 31.8. Despite this disparity in creativity, both districts demonstrate a moderate positive correlation between academic achievement and creativity, with r-values of 0.38 (West) and 0.41 (Gomati), indicating a similar strength of relationship between the two variables.

Findings of the Study

i. Students in the West district exhibited moderate to high creativity (Mean = 78.45, SD = 12.34), with scores clustered closely around the mean, indicating consistency.

ii. Students in the Gomati district showed 3moderate creativity (Mean = 72.89, SD = 15.67), with greater variability in scores, suggesting diverse creative abilities.

Major: Overall, students from both districts demonstrated moderate creativity (Mean = 75.67, SD = 14.21), with West district students performing slightly better.

iii. Female students (Mean = 78, SD = 9) scored significantly higher in creativity than male students (Mean = 75, SD = 10) ($t = -3.35$, $p < 0.05$).

iv. Urban students (Mean = 80, SD = 8) outperformed rural students (Mean = 72, SD = 11) ($t = -8.21$, $p < 0.05$).

v. Private school students (Mean = 79, SD = 9) had significantly higher creativity than government school students (Mean = 74, SD = 10) ($t = -5.62$, $p < 0.05$).

Major: All comparisons were statistically significant, leading to the rejection of the null hypothesis (H01).

vi. West District: Moderate positive correlation ($r = 0.38$) between academic achievement (Mean = 74.6) and creativity (Mean = 63.2).

vii. Gomati District: Moderate positive correlation (r = 0.41) between academic achievement (Mean = 72.9) and creativity (Mean = 31.8).

Major: Despite lower creativity scores in Gomati, both districts showed a similar strength of association between academic performance and creativity.

Discussion

The present study examined creativity levels among students in the West and Gomati districts, along with their correlation with academic achievement, while also exploring differences based on gender, location (urban/rural), and school type (private/government). The findings align with, and in some cases contrast, previous research on creativity and academic performance.

i. District-wise Differences in Creativity

Students in the West district exhibited moderate to high creativity (Mean = 78.45, SD = 12.34), whereas Gomati district students showed moderate creativity (Mean = 72.89, SD = 15.67) with greater variability. This supports Das and Debbarma's (2021) findings in Tripura, where students from more developed districts (like West Tripura) had higher creativity due to better access to learning resources. The lower mean but higher variability in Gomati suggests socio-economic and infrastructural disparities, as noted by Chakraborty et al. (2022) in Assam.

ii. Gender Differences

Female students (Mean = 78, SD = 9) scored significantly higher in creativity than males (Mean = 75, SD = 10), aligning with Alam (2009), who found gender differences in creativity and achievement motivation. However, Chandrasekaran (2013) reported no significant gender differences in the creativity-academic achievement relationship, suggesting that contextual factors (e.g., cultural expectations, assessment methods) may influence outcomes.

iii. Urban vs. Rural Performance

Urban students (Mean = 80, SD = 8) outperformed rural students (Mean = 72, SD = 11), reinforcing Singh and Sharma's (2018) findings that urban students benefit from better exposure to technology and extracurricular activities. Dash and Mohanty (2020) also noted that while urban students excel in creativity, rural students may rely more on rote memorization, explaining the performance gap.

iv. Private vs. Government School Differences

Private school students (Mean = 79, SD = 9) demonstrated higher creativity than government school students (Mean = 74, SD = 10), likely due to differences in teaching methodologies, resources, and emphasis on creative thinking, as highlighted by Gajda et al. (2017).

v. Creativity and Academic Achievement Correlation

Both districts showed a moderate positive correlation between creativity and academic achievement (West: r = 0.38; Gomati: r = 0.41), despite Gomati having lower creativity scores. This supports Nadeem et al. (2012), who found a significant relationship between creative thinking and academic performance, though the strength varied based on assessment methods. However, Chandrasekaran (2013) found no such correlation, suggesting that curriculum structure and measurement tools (e.g., standardized tests vs. creative assessments) may influence results.

Conclusion

The study reveals significant variations in creativity levels among secondary school students in West and Gomati districts of Tripura, influenced by regional, gender, locational, and institutional factors. Students in the West district exhibited higher and more consistent creativity levels compared to Gomati, suggesting potential disparities in educational resources, socio-economic conditions, or cultural influences. Gender differences were notable, with female students outperforming males, while urban and private school students demonstrated superior creativity compared to their rural and government school counterparts. Additionally, a moderate positive correlation between academic achievement and creativity was observed in both districts, reinforcing the interconnectedness of cognitive and creative skills. These findings highlight the need for targeted interventions to bridge gaps in creative development, particularly in underperforming demographics.

Recommendations of the Study

1. Enhance Creative Learning Opportunities in Rural and Government Schools
2. Address Gender and Regional Disparities in Creativity Development
3. Integrate Creativity into Academic Curricula and Assessments

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