

A STUDY ON CREATIVITY AMONG TRIBAL STUDENTS IN RELATION TO ACADEMIC ANXIETY

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Abstract: The present study is an attempt to know the relationship of creativity with academic anxiety and find out whether tribal students with high and low academic anxiety differ in their creativity. For the analysis of data t-ratio were computed to compare the means of elaboration, originality and total creativity scores of tribal students having high and low academic anxiety. Tribal students with low academic anxiety exhibit more elaboration and originality than the students with high academic anxiety. Tribal students with high academic anxiety have less originality ability than the tribal students with low academic anxiety. Students with low academic anxiety have more total creativity than the tribal students with high academic anxiety.

The process of enhancing a person's abilities and potentials in order to get them ready for society is called education. According to this viewpoint, education is a process of whole-person development that aims to instill the information, skills, and attitudes that enable people to effectively interact with their environment. But, in today's fiercely competitive world, performance quality has emerged as the most important determinant of individual and societal advancement. Parents want and pressure their children to perform at the best level possible since the world measures students according to academic standards. Few questions have been brought up by the significant focus placed on academic accomplishment by educational scholars. What elements help pupils succeed? How much do these things affect academic success? Academic success is influenced by a number of variables, including socioeconomic status, motivation, IQ, study habits, and attitudes of students towards education.

Keywords: Academic anxiety, tribal students, creativity etc.

Introduction:

The term "education" has been interpreted in various ways by educationalists, philosophers, and social scientists. A more favorable and beneficial natural environment for all, enhanced socioeconomic prospects, and better health and nutrition are all regarded key outcomes of education. Also, it enables minorities and indigenous groups with low socioeconomic status

and limited educational opportunities to integrate into society. The forces of disintegration are resisted and an equilibrium is established through education. Education, according to popular belief, prepares people's minds to embrace developmental initiatives and opens the door to modernity.

Education has a crucial function in assisting our future people in adjusting to societal demands and national aspirations. Raising social living standards is made easier by education. Every kid in the age range of 6 to 14 has the right to education, according to the 86th constitutional amendment on the topic in 2005 (Saurabh Pandey).

Due to varying economic and cultural conditions, India has experienced rigid social stratification. Tribal people, who make up 8.2 percent of the total population in our nation (Bharat, 2011), lack access to both the essential necessities of life and education. Human rights currently include special protection for tribal and other marginalized communities, as well as their cultures (Tripathi R, 2000). The indigenous people have not benefited greatly from the advancements, despite the fact that every person in a democracy has the right to socioeconomic and cultural growth. Thus, extra efforts must be made to ensure the nutrition and education of tribal children. It is also vital to help them develop their creative abilities.

Research has shown that some personality traits, particularly anxiety, can cause differences in how creatively people perform (Sharma A, 2016). The growth of tribal students' creative abilities may be hampered by their academic concern. To determine if tribal children with high and low academic anxiety exhibit different levels of creativity is the goal of the current study.

Native tribe residents reside in the remote and rural area. Their access to social, developmental, and medical services is lacking. Indians made up 9% of the tribal population in the 2011 Indian census, accounting for 1.2% of the overall population. Teenagers from indigenous communities have been found to have greater rates of sadness and anxiety disorders.

Creativity

In order for a tribal community to advance, creativity is essential. Even for the sake of society's survival, it is crucial. Being creative involves coming up with original concepts, theories, and products in tribal disciplines. A relatively limited number of tribal members tend to have quite high rates of output. The process of turning our special abilities, talents, and visions into a brand-new, practical reality is creativity.

The degree to which each person exhibits creativity, which is a crucial psychological quality, varies. It is regarded as the foundational psychological entity that higher level psychological systems require to be successful in all different kinds of learning-related tasks. It also has a strong connection to kids' academic success. Yet, creativity has less of an impact on the learning outcomes of the kids who don't perform as well as their peers.

Academic Anxiety

The term "academic anxiety" describes the fear, stress, or dread connected to academic environments or tasks. Exams, assignments, courses (math, reading, or science), social pressure from parents or friends over academics, or even just a general unease about studying or cooperating in groups in class could be the cause.

An ordinary response to some situations is anxiety. A slight amount of anxiety is common, but extreme anxiety can be dangerous. The effects of academic anxiety can worsen over time. The level of anxiety associated with particular academic assignments rises as a student's performance in class declines Hubert Simon (2012). Most educators deal with kids who struggle with social anxiety or academic anxiety. A student's academic performance may also be impacted by social anxiety. If a student struggles with social anxiety, they might not be able to finish group projects or might not feel confident asking for assistance in class. Academic anxiety can coexist with or possibly cause social anxiety. Teaching student's self-regulation can help them manage their anxiety and perform better in school (Frenksin Erktin, 2014). Students who struggle with academic anxiety worry about their schoolwork. Any academic task might cause anxiety in students. Some people could only experience anxiety before tests or other certain tasks. Not all anxiety is harmful. Anxiety can inspire certain students.

Components of Academic Anxiety

1. Worry: Unproductive thoughts that make it difficult for you to concentrate and finish your schoolwork. Imagining failure, having negative ideas about oneself, or being preoccupied with the negative effects of performing poorly are a few examples. Using self-hypnosis and countering negative, self-defeating ideas with more constructive, realistic thinking are two helpful management strategies for this aspect.

2. Emotional: Anxiety-related physiological signs. Use a quick heartbeat, sweaty palms, or tense muscles as examples. Exercises to relax your muscles and breathe deeply are the most efficient methods for handling emotions.

3. Task produced interference: Actions taken that are connected to the work at hand yet are counterproductive and inhibit successful performance. For instance, wasting a lot of time trying to figure out how much time is left on a test question you can't answer. The ideal management strategy is to engage with a study skills instructor or a counselor to pinpoint the precise behaviors that are problematic and develop a strategy to either lessen or change them. Since these behaviors can take many different forms, there is no one single way to manage them.

How does anxiety affect academic performance?

The symptoms of anxiety can have a severe impact on one's overall health, social life, academic achievement, and social skill development. Anxiety symptoms are particularly common in childhood and adolescence. Asserted that anxiety symptoms can lead to poor academic performance and failure in school since they are connected to memory and cognitive function impairment.

Nonetheless, it was stated that the effects of test or examination anxiety could restrict the advancement of students in their academic or professional pursuits. Before a test or exam, a student may have some level of worry. Nevertheless, when this anxiety is excessive, it can be troublesome. It has been suggested that a number of factors, such as prior course experience, perception of course load, inability to manage time, family issues, and beliefs, which may have been shaped by a complex interplay of factors, may result in a particular reaction to a situation and cause anxiety in students.

Hypothesis

There is no significant difference in creativity among tribal students with high and low academic anxiety."

Methodology

Sample - A purposive sample of 300 indigenous kids in grades VI, VII, and VIII from several junior high schools in Mirjapur Block, Mirjapur district, served as the study's subjects.

Tools used -

The following tools were used for data collection -

1. Non-verbal test of creativity developed by Baqer Mehndi.
2. Academic anxiety scale (A.A.S.) developed by Pal, Mishra and Pandey.

Statistics used

The Non-verbal Test of Creativity and the Academic Anxiety Scale Test results were used to analyze the data. To divide the sample into low and high academic anxiety groups, the Q1

and Q3 academic anxiety ratings were computed. Students who scored 20 or above were put into the high academic anxiety group, while those who scored 12 or less were put into the low academic anxiety groups. The elaboration, originality, and overall creativity mean scores of tribal students with high and low academic anxiety were compared using a t-ratio.

Results and Discussion

Table - 1

Mean, S.D., and t-ratio demonstrating differences between tribal students with high and low academic anxiety in their capacity to elaborate.

S.No.	Level of academic anxiety	N	Mean	S.D.	't'
1.	High	83	18.420	8.607	1.896*
2.	Low	77	19.899	9.083	

* Significant at .05 level

According to Table 1, the t-ratio value is 1.896, which is significant at the .05 level (df=158). Hence, the claim that "Tribal pupils with high and low academic anxiety do not significantly differ in their ability to elaborate" is disproved. It suggests that tribal students who are less anxious about their academic performance (M = 19.899) are better at elaborating than tribal students who are more anxious about their academic performance (M = 18.420).

Table - 2

Mean, S.D., and t-ratio demonstrating differences between tribal students with high and low academic anxiety in their ability to be unique.

S.No.	Level of academic anxiety	N	Mean	S.D.	't'
1.	High	83	18.701	13.280	2.413*
2.	Low	77	24.423	16.174	

* Significant at .02 level

Table-2 Shows that the value of t-ratio is 2.413, which is significant at .02 level (df = 158). Therefore, the hypothesis that "There is no significant difference in originality among tribal students with high and low academic anxiety" is rejected. This means that the tribal students with high academic anxiety (M = 18.701) have less originality ability than the tribal students with low academic anxiety (M = 24.423).

Table - 3

Differences in overall creativity between tribal students with high and low academic anxiety are shown by the mean, S.D., and t-ratio.

S.No.	Level of academic anxiety	N	Mean	S.D.	't'
1.	High	83	36.231	19.261	2.375*
2.	Low	77	45.520	23.782	

* Significant at .02 level

Table 3 demonstrates that the t-ratio value of 2.375 is significant at the.02 level (df = 158). Hence, the claim that "Tribal kids with high and low academic anxiety do not significantly differ in their overall inventiveness" is disproved. It suggests that compared to tribal students with high academic anxiety (M=36.231), those with low academic anxiety (M=44.520) have a higher overall level of creativity.

Conclusion

In conclusion, there are many different manifestations of academic anxiety, including physical, mental, behavioral, and social manifestations. Keeping in mind that each kid experiences academic anxiety in a unique way can help us manage these symptoms more successfully. A similarly tailored approach should be taken when choosing the methods to control this anxiety. Fortunately, there are a variety of methods available to reduce and prevent this worry. In addition to many other methods, students can experiment with a variety of relaxation techniques, self-regulated learning habits, environment restructuring, and positive reframing approaches to help them find a management system that works for them.

We can therefore draw the conclusion that tribal kids with low academic anxiety demonstrate greater elaboration and originality than students with high academic anxiety. The low levels of elaboration and originality demonstrated by tribal kids with high levels of academic anxiety indicate that these students are afraid of their poor academic performance. The excessive degree of scholastic worry may hinder the growth of their creativity. Anxiety and inventiveness are negatively correlated, according to Jaiswal (2008). Anxiety and both verbal and nonverbal creative thinking are negatively correlated, according to Singh (2016).

Based on the study's findings, it is possible to recommend that a suitable system be set up for tribal students so that they can express themselves freely and that any anxieties they may have over exams would be alleviated. In order to overcome their hesitation, they should be encouraged to express themselves verbally.

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