SELF-EFFICACY, MATHEMATICAL ATTITUDE AND ANXIETY AS CORRELATES OF CREATIVITY AMONG SECONDARY SCHOOL STUDENTS

Abstract

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ABSTRACT

The present study has been an effort to investigate self-efficacy, mathematical attitude and anxiety as correlates of creativity among secondary school students. It was delimited to Government Senior Secondary School students of Himachal Pradesh affiliated to H.P.B.S.E. Dharamshala. The total number of students participated in the study were 1,110 (556 boys, 554 girls) of IXth class. The objectives of the study were: (a) To study creativity of secondary school students of Himachal Pradesh in relation to self-efficacy, mathematical attitude and anxiety. (b) To study gender difference in creativity of secondary school students of Himachal Pradesh in relation to self-efficacy, mathematical attitude and anxiety. (c) To study predictors of creativity of secondary school students of Himachal Pradesh in relation to self-efficacy, mathematical attitude and anxiety.

Correlation analysis of self-efficacy, mathematical attitude and anxiety with creativity was calculated and it was found that self-efficacy and mathematical attitude were positively and significantly correlated with creativity. Anxiety was negatively and non-significantly related to creativity. From the regression analysis, it was found that only mathematical attitude came out to be good predictor of creativity. Self-efficacy acted as facilitator of creativity. Whereas, anxiety turned out to be a debilitator of creativity.

It has been found that when seen conjointly with gender and anxiety, the difference between less favorable mathematical attitude and more favorable mathematical attitude for creativity score became true for secondary school boys both at high and low levels of anxiety. In case of girls, only low level of anxiety showed significant differences but at high level of anxiety, there existed a non-significant difference in the reverse order.

It was also found that when seen jointly with gender and self-efficacy, the difference between less and more favorable mathematical attitude for creativity scores became true only for secondary school boys at low level of self-efficacy.

The results reveal that in case of high anxiety group, the mean difference on creativity scores between less and more favorable mathematical attitude group of students was not significant. Similarly, such differences were non-significant for low anxiety group at low self-efficacy level. However, more favorable mathematical attitude group of secondary school students had significantly higher level of creativity scores than less favorable mathematical attitude group in case of high self-efficacy.

**Keywords:** Self-efficacy, mathematical attitude, anxiety, creativity, correlation.