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**A STUDY OF CREATIVITY, ACHIEVEMENT MOTIVATION AND ACADEMIC  
ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS WITH LEARNING  
DISABILITIES**

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**ABSTRACT**

The present investigation examines creativity, achievement motivation and academic attainments among secondary school students identified with learning disabilities. In contemporary education, academic success is influenced not only by intellectual ability but also by psychological dimensions such as creative thinking and motivation to achieve. These aspects significantly contribute to improving learning efficiency and academic outcomes.

Learners with learning disabilities frequently encounter challenges in reading, writing and comprehension which may negatively influence their scholastic achievement and motivational level. Despite possessing average intellectual capacity, their performance may remain below expectations due to learning difficulties and lack of supportive instructional practices.

The major objective of this study is to analyze the levels of creativity, achievement motivation and academic attainment and to explore the association among these variables. The findings of the study may be useful for educators in designing supportive teaching strategies for enhancing the academic progress of students with learning disabilities.

**Keywords:** Creativity, Achievement Motivation, Academic Attainment, Learning Disabilities, Secondary Education

**INTRODUCTION**

Education is considered one of the most powerful tools for human development and social transformation. It plays a vital role in shaping the personality, behaviour and intellectual growth of individuals. In the present knowledge-based society, education is not limited to the transmission of information but also focuses on the development of thinking abilities, creativity and motivational tendencies among learners.

In recent years, educational psychologists have emphasized the importance of psychological variables in determining academic success. Factors such as creativity, achievement motivation, interest, attitude and learning environment significantly influence students' academic performance. Among these, creativity and achievement motivation are considered important predictors of academic success because they help learners develop confidence, persistence and problem-solving abilities.

Creativity is regarded as the ability to produce original ideas, discover new relationships and think in flexible ways. It enables students to approach academic tasks from different perspectives and develop innovative solutions. In the modern education system, creativity is increasingly recognized as an essential skill because it promotes active learning and intellectual independence.

Achievement motivation refers to the inner desire of an individual to accomplish goals and attain standards of excellence. Students with high achievement motivation usually demonstrate greater persistence, responsibility and commitment towards their studies. They

tend to set realistic goals and work systematically to achieve them. Therefore, motivation plays a crucial role in determining the academic success of learners.

Learning disabilities represent a significant educational concern because they affect students' ability to acquire academic skills. Students with learning disabilities often face difficulties in reading, spelling, writing and mathematical understanding. These problems may lead to frustration, low confidence and poor academic performance if appropriate educational support is not provided.

At the secondary school stage, students experience increased academic expectations and competition. This stage is particularly important because it prepares students for higher education and career opportunities. For students with learning disabilities, this period can be especially challenging. Therefore, it becomes necessary to study the psychological strengths of such students, particularly creativity and achievement motivation, which may help them overcome academic challenges.

Thus, the present study attempts to examine the levels of creativity, achievement motivation and academic attainment among secondary school students with learning disabilities and to explore the relationship among these important educational variables.

### **NEED OF THE STUDY**

The importance of academic attainment in modern education cannot be ignored because it determines students' future educational and career opportunities. However, academic success depends upon multiple factors including psychological, social and environmental influences. Among these, creativity and achievement motivation are important because they directly influence students' learning behaviour.

Students with learning disabilities require special academic attention because their difficulties may prevent them from achieving their true potential. Many such students possess hidden talents and creative abilities, but due to lack of motivation and appropriate teaching strategies, their abilities remain underdeveloped. Therefore, it becomes essential to understand the role of psychological variables in improving their academic performance.

The study is also important because it may help teachers understand individual differences among learners. By identifying the levels of creativity and motivation, teachers can adopt suitable instructional techniques such as activity-based learning, remedial teaching and motivational reinforcement.

Furthermore, the findings of the study may be useful for curriculum planners, teacher educators and school administrators in designing supportive learning environments. The study may also contribute to inclusive education practices by highlighting the importance of psychological development along with academic instruction.

Hence, the present investigation is needed to examine how creativity and achievement motivation are related to academic attainment among secondary school students with learning disabilities.

### **OBJECTIVES OF THE STUDY**

1. To study the level of creativity among secondary school students with learning disabilities.
2. To study the level of achievement motivation among secondary school students with learning disabilities.

3. To study the academic attainments of secondary school students with learning disabilities.
4. To find out the relationship between creativity, achievement motivation and academic attainment of secondary school students with learning disabilities.

### **HYPOTHESES OF THE STUDY**

1. There is no significant difference in the level of creativity among secondary school students with learning disabilities.
2. There is no significant difference in the level of achievement motivation among secondary school students with learning disabilities.
3. There is no significant difference in the academic attainment of secondary school students with learning disabilities.
4. There is no significant relationship between creativity, achievement motivation and academic attainment of secondary school students with learning disabilities.

### **DELIMITATIONS OF THE STUDY**

1. The study was delimited to secondary school students only.
2. The study was confined to students with learning disabilities.
3. The study was limited to Ludhiana district schools only.
4. The study was confined to the variables such as creativity, achievement motivation and academic attainment only.

### **METHOD OF THE STUDY**

The present study was conducted by using the descriptive survey method. This method was found suitable as it helps in studying the existing status of creativity, achievement motivation and academic attainment and also in finding out the relationship among these variables among secondary school students with learning disabilities.

### **SAMPLE OF THE STUDY**

The sample of the present study consisted of 100 secondary school students with learning disabilities from Ludhiana district of Punjab. The sample was selected by using convenient sampling technique.

### **TOOLS USED**

The following standardized tools were used for data collection:

1. Creativity Test
2. Achievement Motivation Scale
3. Academic Attainment Record (marks obtained in previous class examinations taken from school records)

### **STATISTICAL TECHNIQUES USED**

For the analysis and interpretation of the collected data, appropriate statistical techniques were employed. The Mean and Standard Deviation were calculated to understand the average performance and variability of creativity, achievement motivation and academic attainment scores of secondary school students with learning disabilities. Further, Karl Pearson's Coefficient of Correlation was used to find out the relationship among creativity, achievement

motivation and academic attainment. These statistical techniques helped in drawing meaningful conclusions and verifying the hypotheses of the study.

## RESULTS AND DISCUSSION

**Hypothesis 1:** There is no significant difference in the level of creativity among secondary school students with learning disabilities.

**Table 1: Mean and Standard Deviation of Creativity Scores**

Variable	N	Mean	SD
Creativity	100	52.46	8.32

Table 1 shows that the mean score of creativity of secondary school students with learning disabilities was found to be **52.46** and the standard deviation was **8.32**, which indicates moderate variability among students. This shows that students possess an average level of creativity.

**Hypothesis 2:** There is no significant difference in the level of achievement motivation among secondary school students with learning disabilities.

**Table 2: Mean and Standard Deviation of Achievement Motivation Scores**

Variable	N	Mean	SD
Achievement Motivation	100	48.21	7.95

Table 2 indicates that the mean score of achievement motivation was **48.21** with a standard deviation of **7.95**, indicating that most students have an average level of achievement motivation with slight variation.

**Hypothesis 3:** There is no significant difference in the academic attainment of secondary school students with learning disabilities.

**Table 3: Mean and Standard Deviation of Academic Attainment**

Variable	N	Mean	SD
Academic Attainment	100	56.78	9.14

Table 3 shows that the mean academic attainment score was **56.78** and SD was **9.14**, indicating moderate academic performance among the selected students.

**Hypothesis 4:** There is no significant relationship between creativity, achievement motivation and academic attainment of secondary school students with learning disabilities.

**Table 4: Coefficient of Correlation among Variables**

Variables	Creativity	Achievement Motivation	Academic Attainment
Creativity	1.00	0.42	0.38
Achievement Motivation	0.42	1.00	0.51
Academic Attainment	0.38	0.51	1.00

Table 4 shows that there is a **positive correlation** between creativity and academic attainment (0.38) and between achievement motivation and academic attainment (0.51). This indicates

that higher creativity and achievement motivation are associated with better academic attainment.

The analysis shows that students with learning disabilities possess moderate levels of creativity and achievement motivation. This suggests that with appropriate support these students can improve their academic performance.

The correlation analysis indicates that students with higher creativity and achievement motivation tend to show better academic attainment. These findings suggest that psychological development is equally important as academic instruction.

The results emphasize the need for teachers to encourage creativity through activity-based learning and to improve motivation through reinforcement and feedback strategies.

## **CONCLUSION**

The study concludes that creativity and achievement motivation are important psychological factors influencing academic attainment. Students with higher motivation and creativity tend to perform better academically.

The findings highlight the importance of providing supportive educational environments for students with learning disabilities. Teachers should adopt inclusive teaching practices and provide opportunities for creative expression.

Based on data analysis, it was concluded that secondary school students with learning disabilities possess an average level of creativity, achievement motivation and academic attainment. The findings of the study indicate that psychological factors play an important role in determining the academic success of students.

The correlation analysis revealed that creativity and achievement motivation have a positive relationship with academic attainment. This indicates that students who have higher creativity and achievement motivation tend to perform better academically. Therefore, it can be inferred that the development of creativity and motivation may help in improving the academic performance of students with learning disabilities.

The study also highlights the need for teachers to adopt innovative teaching strategies and motivational techniques to support such students. Proper guidance, encouragement and learner-centered teaching methods can help in enhancing both psychological development and academic success.

Thus, the study concludes that creativity and achievement motivation are important predictors of academic attainment among secondary school students with learning disabilities.

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