Sociability and Academic Achievement as Predictors of Creativity Level among University Students

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The present study investigated the sociability and academic achievement as predictors of creativity among university students. The sample consisted of 300 undergraduate students (155 girls and 145 boys) taken from pure sciences and arts and social sciences departments of BS Hons. classes. The age range of the sample was 18 to 24 years. Abedi Creativity Test and the translated version of California Psychological Inventory were used to measure creativity, and sociability respectively. Cumulative grade point averages (CGPA) of previous semesters (III and V) were taken as an index of academic achievement. Analysis revealed that sociability and academic achievement is significantly related with the creativity but academic achievement is not significantly related with the sociability of students. Furthermore, the results demonstrated that sociability and academic achievement are significant predictors of level of creativity. The results revealed that academic achievement of girls was higher than that of boys. The analysis demonstrated that students of arts and social sciences were significantly more sociable as compared to the students of pure sciences. The results of the current study are discussed in relevance to the cultural context.

Keywords: Creativity Level, Sociability, Academic Achievement

Creativity is viewed as a trait of an individual and secondly, a process through which problems can be solved and new ideas can be generated. Furthermore, there are mainly three characteristics of any creative individual. First characteristic is related with the cognitive abilities such as divergent thinking which has been considered as a part of creativity (Runco, 1996). Second characteristic is family background which influences the creativity of any individual in positive or negative way. Third characteristic or factor of creativity is the personality traits which usually determine and predict the creativity of individuals. Different traits such as flexibility, freedom of thought, independent mindedness, willingness to take risks, and tolerance of ambiguities have been considered as related to creativity (Ginsberg & Throsby, 2006). Creativity and different factors influencing it are of vital importance in the current scenario, especially in educational settings. The current study is aimed at finding out the predictability of creativity on the basis of sociability and academic achievement of university students.

Sanson, Hemphill, and Smart (2004) describe sociability as “the tendency to approach novel situations and people” (p.143). Sociable behavior is significant for the development of social dealings in childhood. The development of social relationships is very imperative because it is linked to a range of outcomes later in life. Piasta (1999) posed the significance of developing positive peer relationships. Positive social behavior links with success in school and life. Although not the only influential variable, positive sociable behaviors are highly imperative to positive social relationships. The perceived creativity of individuals has been studied with the sociability leadership and results revealed that sociability leadership is a good predictor of perceived creativity (Lau, Li, & Chu, 2004).

Another study was conducted by Wolfradt and Pretz (2001) to investigate the relationship between creativity and personality among college students from a variety of major fields of study. The results showed a positive relationship between openness to experience and creativity. Moreover,