



Creativity study in relation to achievement motivation of IX standard students of CBSE schools in Aligarh city, U.P. (India)

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Abstract

Adolescence is one of the crucial stage of development between childhood and adulthood moments, in which many physical, cognitive, social and emotional changes takes place. Psychologist and educationist in their studies have found that after the early childhood adolescence is the most creative age. The functioning of creativity of adolescence is superior to the child's creativity, because it is more rational, responsible, productive and independent while the child's creativity is instinctual. Therefore it is significant to study what happens to the potential creative force of children when they grow to adolescence and why this potential force not contribute due to the individual, family and the society. It is said that achievement motivation is the motivational variable of functional creativity. In this study an attempt is made to find the relationship between creativity and achievement motivation. The study is performed on 300 IX standard students of CBSE schools of Aligarh city. The result revealed that there is positive but low and substantial relationship between creativity and Achievement motivation. Results also revealed that there is no significant difference between creativity and achievement motivation of Male and female IX standard students of CBSE schools of Aligarh city, whereas creativity of IX standard students of CBSE schools of Aligarh city of Uttar Pradesh (India) is moderate and achievement motivation is high.

Keywords: creativity, achievement motivation, CBSE school, students, Aligarh

Introduction

Human development brings with it new competency requirements, challenges and opportunities for personal growth. Different periods of life present certain prototypic challenges and competency demands for successful functioning. There are many pathways through life and at any given period vary substantially in how successfully. They manage their lives in the milieus in which they are immersed. The child on his way to becoming an adult during adolescence learns the tasks of adulthood and forms an identity for himself.

Adolescence is a period of change from childhood to adulthood. There are five almost universally concomitants and the changes that occur during adolescence. The first is the heightened emotionality. Second the rapid changes that accompany sexual maturing which makes young adolescents unsure of themselves. They have strong feelings of instability which are often intensified by the ambiguous treatment they receive from parents and teachers. Third changes in their bodies, their interests and in the roles the social group expects them to play. Fourth, interests and behavior patterns change, so do value. Fifth, most adolescents are ambivalent about changes. All these changes necessarily create new problem and associated new challenges to them, which highly require the utilization of their potential creative talents and capacities ^[1].

In the case of adolescence, the significance of development and utilization of divergent thinking is very high because it is during this time they bloom out with their cognitive field and the development of their operational thinking. If we compare the creative expeditions of children and adolescents, we understand that the creativity of children is instinctual but the creative endeavors of adolescents are rational and productive. Once they start to think rationally and logically, the importance of divergent thinking also increases. This potential creativity of adolescents is understood as another cognitive capacity like intellect and is to be functionalized through creative activities like original, flexible and novel contributions. The creativity like intelligence is also normally distributed among population ^[2].

The creativity as a process of becoming sensitive to problems, deficiencies, gaps of knowledge, missing elements, disharmonies and so on, The difficulties, searching for solution, or formulating hypotheses about the deficiencies, testing and retesting hypothesis, possible modifying, retesting them and finally communicating results ^[3].

Creativity is an emergence in action of novel relational product, growing out of uniqueness of the individual on the one hand and the materials, events, people or circumstances of his life on the other. Creative thinking involves new forms of thinking away from the traditional forms. Thus creativity comprises of curiosity, imagination, invention, novelty, originality, research etc.

The capacity of a person to produce compositions products or ideas which are essentially new or novel and previously unknown to the producer. We have to be aware of the fact that there are certain individuals who have original ideas, novel solutions, unique arrangements of thoughts, innovative creations and some strange logic behind common facts. All these are the symptoms of special ability called creativity. This word is coined in his presidential address to the American Psychological Association ^[4]. Creative thinking means divergent thinking and not the convergent type of thinking. If you ask a question to a child, what will you do with an empty refill? Answer is likely to be 'I will throw it away'. But if the question twisted, 'What are the possible uses of an empty refill?' the child can come out with hundred uses of an empty refill. It is pointed out that divergent responses tend to be stimulus free, whereas convergent responses are stimulus oriented. Convergent thinking involves responses in a definite direction ^[5].

Achievement motivation also plays a significant role in the total shaping of personalities which in turn shape the economic and social destiny of given society. Every human behavior is based on some of other cause. Motives play major role and are the causative factors of human behavior. When a person tries to manifest concern for excellence in work, It is a behavior backed by achievement motivation and will try to strive for excellence. The study of achievement motivation is working as another motivational factor for the effective functioning of creativity. Self-concept also is important with regard to achievement motivation because people who feel favorably about themselves tend to work hard ^[6].

Achievement motivation is relatively new concept in the world of motivation. It is a product of a system that is based on capitalism, cut throat competitions and blind race towards materialism. Achievement motivation refers to the behavior of an individual who strive to accomplish something and so his best to excel his performance. Motivation to achieve is necessary for all, but the simplest task. It is basic to the good life. Achievers as a whole, enjoy life, feel in control. Being motivated keeps them productive and gives them self-respect. "Achievement motivation helps students to learn in school, fuel creative activities and helps individuals and societies to attain goal ^[7]. The achievement motive is conceived as latest disposition, which manifested in overt striving only when the individual perceives performance as instrumental to a series of personal accomplishment ^[8].

This paper throws light on the relationship between creativity and achievement motivation of adolescents. Recently the creativity of the adolescents relation to parental pressure ^[9]. Psychological and social problems in school adolescents of urban area of Aligarh ^[10], nutritional minerals multivitamins and fibres used in the adolescent diet of Aligarh ^[11] and investigation of nutritional status of adolescent girls in a rural areas of Aligarh district ^[12].

Materials and Methods

The experimental result indicate that Self-concept and achievement motivation of high creative male and female adolescents. self-concept and achievement motivation of low creative male and female adolescent is less the average and is greater than the high creative male and female adolescents. Additionally the results indicate that achievement motivation of the high self-concept of the male and female adolescent is greater than the average Self-concept and is greater than the low self-concept. It also indicates that the achievement motivation of low average and high self-concept of private syllabus and state syllabus adolescents that the achievement motivation of the high self concept total adolescents is less than the average self-concept total adolescents is less than the average self-concept and is greater than the low self concept. The correlation between the creativity and their physical self, social self, temperament self, educational self, moral self, intellectual self and total self concept of sub-samples are not significant ^[13].

The study on the relationship of creativity with academic achievement, achievement motivation, self-concept and level of adjustment among adolescents. The findings of study revealed that:

1. There is no significant interaction, effect of creativity, achievement motivation, self-concept, index of brightness and adjustment on mean performance of academic achievement of adolescents.
2. There was significant contribution of creativity, achievement motivation and index of brightness in predicting academic achievement of adolescents, whereas self-concept and adjustment did not contribute in predicting academic achievement of adolescents ^[14]. Scientist conducted a study about motivation and achievement. They found that the achievement has a positive impact on the individual performance of the potential creativity ^[15].

Objective of the study

1. To study the relationship between creativity and achievement motivation of IX standard students of CBSE schools of Aligarh city.
2. To study the degree of creativity of IX standard students of CBSE schools of Aligarh city.
3. To study the degree of achievement motivation of IX standard students of CBSE schools of Aligarh city.
4. To study the difference between the creativity of male and female IX standard students of CBSE schools of Aligarh city.
5. To study the difference between the achievement motivation of male and female IX standard students of CBSE schools of Aligarh city.

Hypotheses

1. First is positive and high relationship between creativity and achievement motivation IX standard students of CBSE Schools of Aligarh city.
2. Second is high degree of creativity of IX standard students of CBSE Schools of Aligarh city.
3. Third is high degree of achievement motivation of IX standard students of CBSE Schools of Aligarh city.
4. Forth is no significant difference between the Creativity of male and female IX standard students of CBSE schools of Aligarh city.
5. Fifth is no significant difference between the achievement motivation of male and female IX standard students of CBSE schools of Aligarh city.

Aligarh city is divided into 5 zones, North, South, East, West and Central, from each zone CBSE school is randomly selected and in those 5 schools 60 students of IX standard, 30 boys and 30 girls were also randomly selected which form a sample of 300 students in which 150 students were boys and 150 students were girls. These 300 students form a sample for the study.

Random Sampling Technique was used and for data collection two standard tests were used:

1. The reliability of test was found to be 0.82 and the validity coefficient was found to be 0.78. Test consists of 40 statements, which were answered in rating points.
2. The achievement motivation (n-Ach) scale was used to measure achievement motivation.

Analysis and interpretation

For analyzing data following norm tables are used for analyze the creativity, achievement motivation of IX standards of CBSE schools of Aligarh city of Uttar Pradesh (India).

Table 1: Table showing range of scores of creativity and its description

Sr. No.	Range of Scores	Description
01	40-93	Low Degree Creativity
02	94-146	Moderate Degree Creativity
03	147-200	High Degree Creativity

Table 2: Table showing range of scores of achievement motivation and its description

Sr. No.	Range of Scores	Description
01	50-116	Low Achievement motivation
02	117-183	Moderate Achievement motivation
03	184-250	High Achievement motivation

Table 3: Table showing Coefficient of Correlation between Creativity and Achievement motivation of IX standard students of CBSE schools of Aligarh city

Sr. No.	Coefficient of Correlation between Creativity Achievement motivation
01	$r = 0.318$

Table reveals that Person's Coefficient of Correlation between Creativity and Achievement motivation of IX standard students of CBSE schools of Aligarh city is 0.318 which is positive and low but substantial.

Table 4: Table showing the range of the mean scores of creativity and description

Sr. No.	Variable	N	Mean	Description
01	Creativity	300	139.84	Moderate Creativity
02	Achievement motivation	300	217.98	High Achievement motivation

Table - 4 reveals that Mean of Scores of Creativity is 139.84 which is in the range of moderate as per norm Table - 1. Table - 4 also portrays that Mean of the scores of Achievement motivation is 217.98 which is in the range of high Achievement motivation as per Norm Table - 2. Table - 5 Table showing variable, sex, N, Mean, S.D, t-score and significance/ insignificance at 0.05 level of significance.

Table 5: Table showing variable, sex, N, Mean, S.D, t-score and significance/ insignificance at 0.05 level of significance

Sr. No.	Variable	Sex	N	Mean	S.D.	t-Score	Significance/ Insignificance at 0.05 level of significance
01	Creativity	Male	150	138.72	18.970	0.9949	Insignificant
		Female	150	140.76	16.45		
02	Achievement motivation	Male	150	216.341	27.21083	1.1230	Insignificant
		Female	150	219.625	23.28504		

Table - 5 reveals that mean of creativity score of male and female students is 138.72 and 140.76 respectively and t-score is 0.9949 which is Insignificant at 0.05 level of confidence. This table also portraits the value of mean and achievement motivation of male and female IX standard students of CBSE schools of Aligarh city is 216.341 and 219.625 respectively and t-score is 1.1230 which indicates Insignificant difference of mean at 0.05 level of confidence.

Results and Discussion

Hypothesis H₁: There is positive and high relationship between creativity and achievement motivation IX standard students of CBSE Schools of Aligarh city. is rejected as Table - 3 portraits that the Pearson coefficient of correlation between creativity and achievement motivation of IX standard students of CBSE schools of Aligarh city is 0.318 which is positive but low and substantial.

Hypothesis H₂: There is high degree of creativity of IX standard students of CBSE Schools of Aligarh city. is rejected as Table - 4 reveals that the mean of creativity of IX standard students of CBSE schools of Aligarh city is 139.84 which comes in the range of moderate degree of creativity as per Norm Table - 1.

Hypothesis H₃: There is high degree of Achievement motivation of IX standard students of CBSE Schools of Aligarh city is retained as Table - 4 reveals that the Mean of Achievement motivation of IX standard students of CBSE schools of Aligarh city is 217.98 which lie in the range of high degree of Achievement motivation as per Norm Table - 2.

Hypothesis H₄: There is no significant difference between the creativity of male and female IX standard students of CBSE Schools of Aligarh city is retained as Table No. 5 indicate that the t-score between male and female IX standard students of CBSE schools of Aligarh city is 0.9949 which is smaller than Table Value 1.96 hence the difference between Mean of creativity of male and female IX standard students of CBSE schools of Aligarh city is insignificant at 0.05 level of Confidence. Therefore it is concluded that the hypothesis is retained.

Hypothesis H₅: There is no significant difference between the achievement motivation of Male and female IX standard students of CBSE Schools of Aligarh city is retained as Table - 5 reveals that the t-score between male and female IX standard students of CBSE schools of Aligarh city is 1.1230 which is smaller than table value 1.96 hence the difference between mean of achievement motivation of male and female IX standard students of CBSE schools of Aligarh city is Insignificant at 0.05 level of confidence. Therefore it is concluded that hypothesis is retained.

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