

A study of Creativity in Relation to Achievement Motivation of IX Standard Students of CBSE Schools in Aurangabad City

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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 Aurangabad city. The result revealed that there is positive but low and substantial relationship between Creativity and Achievement Motivation. Result also revealed that there is no significant difference between Creativity and Achievement Motivation of Male and Female IX standard students of CBSE schools of Aurangabad city, whereas Creativity of IX standard students of CBSE schools of Aurangabad city is moderate and Achievement Motivation is high.

Key words : Creativity, Achievement Motivation.

INTRODUCTION:

Each period of 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 (Bandura 2006). 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. 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, of their capacities and of their interests. 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. **(Rice, 1992)**

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 **(Henderson, 2003)**. 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 **(Wolters, 2014)**.

According to **Treffinger, Young, Selby and Shepardson (2002)** creativity like intelligence is also normally distributed among population.

Torrance defines creativity as a process of becoming sensitive to problems, deficiencies, gaps of knowledge, missing elements, disharmonies and so on, identifying the difficulties, searching for solution, making guesses or formulating hypotheses about the deficiencies, testing and retesting hypothesis and possible modifying and retesting them and finally communicating results.

Roger says that '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'. According to **Simpson** 'Creative thinking involves new forms of thinking away from the traditional forms. Thus creativity comprises of curiosity, imagination, invention, novelty, originality, research etc.'

Drevdhal defines creativity as '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 by **Guilford (1987)** in his presidential address to the American Psychological Association. According to **Guilford**, 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. This is divergent thinking. **Getzels and Jackson (1962)** pointed out that divergent responses tend to be stimulus free, whereas convergent responses are stimulus oriented. Convergent thinking involves responses in a definite direction.

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 (**Asma, 2006**). According to the study of **Conroy (2003)** 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.

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 goals" (**Schunk, 2004**)

In theory, achievement motivation is a psychological need and energetic drive that prompts an individual to strive for and work forward, mastering his or her environment by the successful achievement or accomplishment of a goal or goals, accomplished by a sense of satisfaction and self worth. According to **Atkinson and Feather**, "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" (**Mangal, 2002**)

This paper throws light on the relationship between creativity and achievement motivation of adolescents.

REVIEW OF RELATED LITERATURE:

- (1) **L.M. Al-Qaisy and J. Turki (2011)**, studied on Adolescents creativity, Self-concept and Achievement Motivation. The 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. And 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.
- (2) **Sharma, Ekta (2009)** conducted study on the relationship of creativity with

academic achievement, achievementmotivation, 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.

- (3) **AlaliMajed and Fatemah, A.B. (2009)** carried out intuition in relation to creative motivation, emotional intelligence and achievementmotivation among secondary school adolescents. Pearson's correlation shows that intuition was positively and significantly associated with creative motivation. The results of stepwise regression showed that creative motivation, emotional intelligence, and achievement motivation emerged as predictors of intuitions among male students, whereas among female students only emotional intelligence and creative motivation emerged as predictor intuition.
- (4) **Sing (2004)** studied scientific creative thinking in relation to achievement motivation and family relationship among the students to senior secondary schools. The

findings of the study were: (1) There is positive relationship between scientific creativity and achievement motivation. (2) No significant relationship between scientific creative thinking and family relationship observed. (3) Positive relationship between scientific creative thinking and acceptance dimension of family was reported.

(5) **Antony (2001)**, it is concluded that there are more high creative adolescents but their self concept and achievement motivation are significant difference between the creativity, self-concept and achievement motivation of CBSE, State syllabus adolescents or the male and female group.

(6) **Atkinson and Raynor (1974)** had conducted a study about motivation and achievement. He found that achievement has a positive impact on the individual performance of the potential creativity.

(7) **Kumar (1974)** undertook a study on creativity in relation to achievement motivation. The findings revealed that the high creative school going adolescents possessed a highly significant degree of achievement motivation than the low creative individuals. Kumar G., and Raina (1976) conducted a study on creative behavior and achievement motivation. The creativity on achievement motivation. The sample of the study consisted of 96 IX graders. Results showed significant effects of creativity on achievement motivation.

The study conducted by **Saxena and Saroj (1984)**, on need-achievement in relation to creativity found no relationship between these two variables. The main objectives of their study were to find out the nature and the extent of relationship between need-achievement and creativity and to study the sex difference in creativity. The finding of the study was that the boys and girls did not differ significantly on creativity. **Chaudhary (1971), Gokulnathan and Mehts (1972) and Aggarwal (1974)** reported that girls had significantly higher achievement motivation as compare to boys. **Rajagopalan (1988)**, studied creativity of secondary school students in relation to achievement motivation. The finding showed that there was a significant positive correlation between achievement motivation and creativity of students class VIII, while correlation between achievement motivation and creativity for students of class IX was not significant. **(as cited in Noor Asma, 2004.)**

(8) According to the study of **Conroy (2003)** 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.

OBJECTIVES:

- (1) To study the relationship between Creativity and Achievement Motivation of IX standard students of CBSE Schools of Aurangabad city.
- (2) To study the degree of Creativity of IX standard students of CBSE Schools of Aurangabad city.
- (3) To study the degree of Achievement Motivation of IX standard students of CBSE Schools of Aurangabad city.
- (4) To study the difference between the Creativity of Male and Female IX standard students of CBSE Schools of Aurangabad city.
- (5) To study the difference between the Achievement Motivation of Male and Female IX standard students of CBSE Schools of Aurangabad city.

- (4) There is no significant difference between the Creativity of Male and Female IX standard students of CBSE Schools of Aurangabad city.
- (5) There is no significant difference between the Achievement Motivation of Male and Female IX standard students of CBSE Schools of Aurangabad city.

METHODOLOGY:**Method:**

Survey method was used for the study.

Population:

All students of IX standard CBSE schools of Aurangabad city.

Sample:

Aurangabad 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.

SAMPLE TECHNIQUE:

Random Sampling Technique was used.

TOOL FOR DATA GATHERING:

For data collection two standard tests were used:

HYPOTHESES:

- (1) There is positive and high relationship between Creativity and Achievement Motivation IX standard students of CBSE Schools of Aurangabad city.
- (2) There is high degree of Creativity of IX standard students of CBSE Schools of Aurangabad city.
- (3) There is high degree of Achievement Motivation of IX standard students of CBSE Schools of Aurangabad city.

(1) Descriptive Test of Creativity of Dr. C.B. Asha

Test was developed and standardized by Dr. C.B. Asha, Head of Department of Psychology, University of Calicut 1990. 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) Deo-Mohan Achievement Motivation (n-Ach) Scale was used to measure Achievement Motivation.

ANALYSIS AND INTERPRETATION:

For analyzing data following norm tables are used:

Norm 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

Norm 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 No: 3

Table showing Coefficient of Correlation between Creativity and Achievement Motivation of IX standard students of CBSE schools of Aurangabad 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 Aurangabad city is 0.318 which is positive and low but substantial.

Table No: 4

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

Table No. 4 reveals that Mean of Scores of Creativity is 139.84 which is in the range of moderate as per norm Table No. 1

Table No. 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 No: 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	16.453		
02	Achievement Motivation	Male	150	216.341	27.21083	1.1230	Insignificant
		Female	150	219.625	23.28504		

Table No. 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 portrays the value of Mean and Achievement Motivation of Male

and Female IX standard students of CBSE schools of Aurangabad 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.

RESULT AND FINDINGS:

Hypothesis: H₁

“There is positive and high relationship between Creativity and Achievement Motivation IX standard students of CBSE Schools of Aurangabad city.” is rejected as Table No. 3 portrays that the Pearson

Coefficient of Correlation between Creativity and Achievement Motivation of IX standard students of CBSE schools of Aurangabad 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 Aurangabad city.” is rejected as Table No. 4 reveals that the Mean of Creativity of IX standard students of CBSE schools of Aurangabad 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 Aurangabad city” is retained as Table No. 4 reveals that the Mean of Achievement Motivation of IX standard students of CBSE schools of Aurangabad 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 Aurangabad city.” is retained as Table No. 5 indicate that the t-score between Male and Female IX standard students of CBSE schools of Aurangabad 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 Aurangabad 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 Aurangabad city.” is retained as Table No. 5 reveals that the t-score between Male and Female IX standard students of CBSE schools of Aurangabad 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 Aurangabad city is Insignificant at 0.05 level of confidence. Therefore it is concluded that hypothesis is retained.

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People will hate you, rate you, shake you, and break you. But how strong you stand is what makes you.