



Relationship of Creativity and Achievement Motivation of Senior Secondary Students

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Abstract:

This study aimed at finding out relationship between Creativity and Achievement Motivation of Senior Secondary Students. A sample of 640 students selected randomly from the various schools of Haryana State. For the study Thinking Creatively by Words (TCW) Dr. BagerMehndi and Achievement Motivation Test of V.P.Bhargavawere used for data collection. The result revealed that there is no significant relationship between creativity and Achievement motivation. Creativity and Achievement motivation of government senior secondary school students are not correlated with each other. The result also revealed that achievement motivation of government senior secondary school students do not differ significantly on the basis of their level of creativity. Achievement motivation mean scores of high creative and low creative students of Govt. Senior Secondary Schools do not differ significantly. It may therefore be concluded that achievement motivation level of students of govt. senior secondary schools do not affect their creativity level.

Keywords: Achievement Motivation, Creativity, Relationship

1. Introduction

Creativity is a natural talent inherent with almost every human being. As it was considered and conceived in the earlier days, it is not the possession of a select few. If this grace is not properly nurtured and used, the developmental processes may be badly affected and more than that, this explosive energy may be converted to destructive purposes. Like creativity, achievement motivation is also an important personality factor which can be presumed as a prerequisite for attaining excellence in all walks of life. Achievement motivation refers to a pattern of actions and feeling connected to achieving some internalized standard of excellence in performance. Achievement motivation may be a significant mediator of academic performance. Marsh (2007) considered that human motivation could be understood in terms of needs, but emphasized the importance of social needs, rather than psychological or basic activity. The two needs which he particularly identified in this aspect were the need for achievement and the need for affiliation. Marsh proposed that achievement motivation was the reason why some people seem to be very keen to do well, while others seem to be reluctant to make an effort, and do mind whether they are successful or not. According to the study of Conroy (2003) achievement motivation is working as another motivational factor for the effective functioning of creativity.

2. Creativity

Creativity is the process of developing original, novel and yet appropriate response to a problem. An original response is one that is not usually given. A novel response is one that is new or has

no precedent. However, unless an original and novel solution is also appropriate, it can't be termed as creative. An appropriate response is one that is deemed reasonable in the situation. Building a house of toothpicks is probably an original and novel idea, but is clearly not appropriate because such a house could be structurally weak. Creativity is the ability to produce work that is both novel (i.e. original, unexpected) and appropriate. *"To create" means "to make or bring into existence something new"*.

Creativity denotes the ability of a person to produce something new or novel, but this novelty or newness does not necessarily imply the production of a totally new idea or object, which has never been experienced or has never existed before. To make a fresh and novel combination of existing separate elements or to reshape or rearrange the already known facts, and principles or to reform or modify previously known techniques are as much acts of creative expression as the discovery of new elements in Chemistry or a new formula in Mathematics. The only precondition for naming an expression as creative is that it should not be repetitive or reproductive of what has already been experienced or learned by an individual. Creativity is a departure from the stereotyped, rigid and closed thinking. It encourages and demands complete freedom to accept and express the multiplicity of response, choices and lines of action. It is a kind of adventurous thinking, calling a person to come out in the open to express himself according to his will and to function unrestricted by routine or previous practice.

Guilford has discussed various factors in his structure of intellect model. The factors responsible for creative development are fluency, flexibility, originality and elaboration. Originality is the most important element of creativity. While expressing ideas on a certain content putting forward such ideas are termed as original. An idea which is rarely presented by population can be accepted as an original idea. Thus, statistical infrequency is the criterion to determine originality of a response. Creative thinking is characterized by flexibility rather than rigidity. The ideas or solutions presented by the individual to a particular problem are not of the same type i.e. they do not belong to the same category. A creative person is supposed to accept and put forward ideas belonging to a wide range of categories possible in that case. To recognize this ability of an individual the ideas expressed or solutions suggested to a problem are categorized and the number of categories are counted. More is the number of categories of ideas or solutions falling in, more is the flexibility factor in an individual's thinking. Imagination plays an important role in creative thinking. In fact, one form of imagination, the creative imagination is synonymous with creativity. A number of abilities included in creativity are based on this type of imagination. Only a person of imaginative mind can express a greater number of ideas fluently, flexibly and originally. Besides, he has the ability to transform the existing object or ideas into novel ones.

3. Achievement Motivation

Achievement motivation has been an object of considerable concern and discussion in recent years. It has great significance in understanding human behavior as well as changing it with the application of psychology in the field of education and industry. It is essentially a type of motivation that is personal in nature. The basis of achievement motivation is achievement motive i.e. motive to achieve. Those who engage themselves on achievement motive are said to work under the spirit of achievement motivation. In general, achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performance whereas in the field of education, in particular, it stands for the pursuit of excellence. A motive comes into picture when an individual knows that his performance will be evaluated and that the consequences of his actions will be either a success or failure and that good performance will produce a feeling of pride in accomplishment.

4. Achievement Motivation and Creativity

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. The desire for a high level of achievement puts a lot of pressure on students. Thus, a lot of time and effort of the schools are used up for helping the students to achieve better in their scholastic endeavors. Here, question is raised that what factors promote achievement in students. The answer is 'motivation'. A motive is something that incites the organism to action or that sustains and gives directions to action once the organism has been aroused. Hence, motive has an activating, energizing and directing aspect. Motives may be expressed through learned behavior that differs from culture to culture and from person to person within a culture and because similar motives may be manifested through unlike behavior and unlike motives through similar behavior. It must be kept in mind that the concept of Achievement Motivation is extremely complex one. It may include many other factors like present situation, personality status, ethnicity and values etc. Nevertheless every individual born has his own specific motivational levels, which in turn are shaped by a range of factors.

5. How does Motivation Influence Creativity?

Motivation is a personal drive to accomplish, "the process of instigating and sustaining goal-directed behavior" (Schunk, p. 453). Motivational orientation is both a trait and a state, according to Amabile (1987). As a trait, motivation encompasses one's innate like or dislike of certain activities, due to temperament, personality, and previous experiences; people tend to be more creative on things they enjoy. As a state, motivation can be intrinsic or extrinsic. Traits tend to be relatively enduring, while states are influenced more by social environment. Intrinsic motivation is "the motivation to work on something primarily for its own sake, because it is enjoyable, satisfying, challenging, or otherwise captivating" (Amabile, 1987, p. 224), whereas extrinsic motivation is an external reward, "the motivation to work on something primarily because it is a means to an end" (Amabile, 1987, p. 224). Motivation is extremely important in creativity because it drives an individual to persist at problem solving. Prabhu et al. (2008) emphasize the importance of intrinsic and extrinsic motivation as mediators of the relationship between creativity and three personality traits: openness of experience, self-efficacy, and perseverance.

6. Need of the study

Creativity is defined as the ability to bring something with existence, which is distinguished by novelty, originality and it's usually inventive. Creativity was believed to be human gift, a rare quality of distinguished individuals with inborn talent. Individual, who is flexible in thought and action, can produce novel ideas, express his ideas fluently with certain personality traits, is said to be creative. Very often we experience groups of children unmotivated, uninterested and underperforming. All this is a result of lack of motivation and creativity in learning process. The teaching methodology also remains the same over the years with the syllabus remaining unchanged as also the pattern of examination. The question papers also reveal the fact that memory is rewarded more than critical thinking. Our education system mostly focuses upon developing convergent thinking in the students rather than divergent thinking. The future of the nation is being shaped in classroom. If education strives to prepare children for a productive life in society, the educational system must accept responsibility for supporting and developing creativity by motivating them. Creativity is recognized for its role in generating innovations to address the challenges of an evolving world. This study will explore the conditions for facilitating the creativity prevailing in government schools of Haryana state. The main focus of this research will be to explore the relation between creativity and achievement motivation.

7. Objectives of the study

The study was carried out with the following objectives:

1. To find the relationship between achievement motivation and creativity of senior secondary students of Govt. schools.
2. To find out the significant difference between achievement motivation of low creative and high creative senior secondary students of Govt. schools.

8. Hypothesis of the study

1. There is no significant relationship between creativity and achievement motivation of senior secondary students of Govt. Schools.
2. There is no significant difference between achievement motivation of low creative and high creative senior secondary students of Govt. Schools.

9. Methodology of the study

The study employed descriptive survey method of research. It is commonly used in educational research to study existing conditions and phenomenon. The terms descriptive survey is generally used for the type of research which purposes to certain what are the normal or typical conditions of practice of present time.

10. Sample

The sample for this study consisted of 640 students who are studying in the Senior Secondary Schools of the Haryana State. Haryana state is divided into the four divisions on the bases of direction and areas i.e. Ambala division, Hisar division, Rohtak Division, Gurgaon Division, firstly the researcher had selected all the four divisions for the study. Then two districts were selected randomly from each of the four divisions of Haryana. The selected districts were Panipat and Karnal (Ambala Division), Rewari and Mahendergarh (Gurgoan Division), Jind and Bhiwani (Hisar Division) and Sonipat and Jhajjar (Rohtak Division).

11. Tool Used

For the study, Thinking Creatively by Words (TCW) of Dr. Bager Mehndi and Achievement Motivation Test of V.P.Bhargava were used for data collection.

12. Analysis and interpretation of data

To find the relationship between creativity and achievement motivation of Senior Secondary students of Govt. Schools

Here we are calculating correlation co-efficient between creativity and achievement motivation of Govt. senior secondary students. For this purpose Pearson's correlation co-efficient is used as shown in the table 2 below.

Table 1: Correlation Coefficient (r-value) between creativity and achievement motivation of Govt. senior secondary students

Variables	No. of teachers	'r' value	Remark
Creativity	640	0.04*	Negligible correlation
Achievement Motivation	640		

*Not Significant at 0.05 level of significance

From the table 1 it is clearly evident that the co-efficient of correlation between creativity and achievement motivation of senior secondary students is 0.04 and which is not significant at 0.05 level of significance with 638 degree of freedom. The critical 'r' value is 0.062 at 0.05 with 638 degree of freedom. It indicates that the calculated 'r' value is less than the critical value .So the hypothesis that, "There will be no significant relationship between creativity and achievement motivation of senior secondary students" is retained. Hence, it can be interpreted that creativity of senior secondary students is negligibly correlated with their achievement motivation. This

correlation shows that with increase or decrease in achievement motivation of senior secondary students, there will be no impact on the creativity of senior secondary students and vice-versa.

Comparison between achievement motivation of low creative and high creative Senior Secondary students of Govt. Schools

Table 2: Mean, S.D., N and Z-value of Achievement Motivation scores of low creative and high creative students of Govt. Senior secondary schools

Creativity Groups	Mean	SD	N	SE _D	Z-Value
High Creative Students	17.84	4.22	97	0.60	1.137 ^{NS}
Low creative Students	17.15	4.02	89		

From table 2, it is evident that the z-value of Achievement motivation scores of low creative and high creative students of Govt. Senior secondary schools is 1.137 which is not significant at 0.05 level of significance with df 184. It indicates that the mean scores of achievement motivation of high creative students and low creative students of Govt. Senior secondary schools do not differ significantly. Thus, the null hypothesis that “There will be no significant difference between achievement motivation of low creative and high creative students of Govt. Senior secondary schools” is retained. It may, therefore, be concluded that achievement motivation level of students of Govt. senior secondary schools do not affect their creativity level.

13. Conclusion

This study examined the strength of creativity among Government senior secondary school students in relation to achievement motivation. It shows that creativity is universally widespread and each and every child has some degree of creativity. In the light of the present study, Achievement motivation is a non-significant variable of creativity. It means that level of motivation neither promotes nor demotes creativity. It has a positive relationship with creative students to set their level of motivation high. The teacher in the classroom, the parents at home, the peer group friends at play have the opportunity to channelize a child’s creative output into constructive directions.

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