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Creativity as a factor of achievement motivation among graduate college students

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Abstract

The present study aimed to examine the effects of creativity on achievement motivation among graduate college students from B. N. Mandal, University, Madhepura. The study conducted on Graduate (150 male and 150 Female) college students. Their age ranged from 16-22 years. For this purpose, Descriptive Test of Creativity standardized by Dr. C.B. Asha(1990) and Deo-Mohan Achievement Motivation (n-Ach) Scale (1990) were used to measure Achievement Motivation Questionnaires were used as tools to collect relevant data. Survey method was used for the study. The result revealed that there is positive but low and substantial relationship between Creativity and Achievement Motivation. The data were analysed by employing t-test in SPSS (16.0). The results revealed that there is no significant difference between creativity and achievement motivation of Male and Female graduate students of constituent colleges of B. N. Mandal University, Madhepura, whereas creativity of graduate students of constituent college of Madhepura is moderate and achievement motivation is high. The groups of Female graduate constituent college students are scores high creativity and high achievement motivation than that of Male groups. Findings were also discussed in the light of earlier research findings.

Keywords: Creativity, achievement motivation, graduate male and female constituent college students

Introduction

Achievement motivation has been studied extensively in the field of psychology and is generally thought to play an important role in academic achievement (McClelland, 1985; Dweck, 1988; Elliot & Harakiewies, 1996) [3, 5]. Dweck & Leggett (1988) [2] argued that in the school setting, it is important for students to earn the positive judgment of those who control important resources, such as grades. Research has shown a link between academic climate and students' achievement motivation (Ryan *et al*, 1998; Anderman & Anderman, 1999; Turner *et al.*, 2002) [10, 1, 8]. Unlike job opportunities and higher educational affordability, it can be changed through relatively small-scale interventions. In India, adolescents' high educational expectation and pressure for academic achievement (Deb, 2001) [2] cause anxiety. These highlighted the importance of achievement motivation and made it to be included in the present study.

Adolescence is the most important and crucial period in the human life span. It is defined as the process or condition of growing up; the period which extends from childhood to manhood or womanhood. Technically, adolescence is the period from the beginning of sexual maturity (puberty) to the completion of physical growth. The first use of the term adolescence appeared in the 15th century. The term was a derivative of the Latin word "adolescere" which means "to grow into maturity" (Muss, 1975) [9]. Adolescence bridges the gulf between childhood and adulthood. This bridge is built on the basis of experiences acquired during childhood. Again adolescence may be considered as the pace of adulthood on which rests the entire future of life.

Freud paid relatively little attention to adolescent development only to discuss it in terms of psychosexual development. Freud believed that adolescence was a universal phenomenon and included behavioural, social and emotional changes, and the influences on self-image (Freud, 1953) [6]. Anna Freud saw adolescence as a biologically-based and universal developmental disturbance. She assigned greater importance to puberty as a critical factor in character formation (Freud, 1948) [7].

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Creativity plays a vital role in the progress of society. It is important even for the survival of the society. Creativity means the production of novel ideas, theories and objects either in the disciplines of science or arts which are accepted by competent experts as original and valuable. Such productivity is quite rare and tends to be concentrated among relatively small number of scientists and artists. Creativity involves the translation of our unique gifts, talent and vision in to an external reality that is new and useful.

Effects of creativity

The outcome of creativity is the production of something that is novel and useful in some way. This may be an idea, a product, a business, an experiment, a solution to a problem, a great meal, or a work of art, among many other things. These creative products may not be immediately valued in the existing environment, and the creator must find, persuade, or create a market for the useful new thing. As the magnitude of the creativity increases and the sphere of influence increases, scientific, artistic, technological, and social breakthroughs can take place (Sternberg & Lubart, 1996) [11]. The resources that make an individual creative also have negative effects. In school settings, teachers may dislike the presence of creative students in the classroom because they can be seen as defiant, nonconformist, and difficult (Beghetto, 2007; Sawyer, 2006; Scott, 1999; Torrance, 1963; Westby & Dawson, 1995) [12-15]. The intrinsic motivation that leads to creative perseverance may also lead to the neglect of more mundane tasks (Csíkszentmihályi, 1996). In settings where standardization and conformity are expected, the intense focus of creative perseverance can be perceived as obnoxious or aggressive (Torrance, 1963) [15].

Creativity, being an elusive concept does not have any universally agreed upon definition. Traditionally, it is taken to be an ability to produce a work of thought or imagination along new or unconventional liens. Deutsch (1960) a neo-Freudian, believed that creativity was a unconscious defence against mental illness. Barron argued that healthy persons with well adjusted personalities need a temporary upset as prerequisite for creative experience. Rhodes (1961) condensed the definitions of creativity into four categories.

- i. Creativity as product of ideas
- ii. Creativity as a process
- iii. Creativity as related to personality
- iv. Creativity as a press or environment

Results and discussion

Table 1: T-ratio showing high and low creativity and achievement motivation among college students.

Variables	Gender	N	Mean	S.D	t-ratio	
Creativity	Male	150	132.17	16.32	4.8	0.01
	Female	150	138.26	14.42		
Achievement Motivation	Male	150	212.47	24.23	1.71	Insignificant
	Female	150	215.67	21.87		

The results shown in the above table Mean of Creativity Score of Male and Female students is 132.17 and 138.26 respectively and t-score is 4.8 which are significant at 0.01 level of confidence. This table also portrays the value of Mean and Achievement Motivation of Male and Female graduate constituent college students of B. N. Mandal University, Majhepura 212.47 and 215.67 respectively and

Objectives

- To study the difference between the Creativity of Male and Female graduate college students of B. N. Mandal, University, Madhepura.
- To study the difference between the Achievement Motivation of Male and Female graduate college students B. N. Mandal, University, Madhepura.

Hypotheses

- There will be significant difference between the Creativity of Male and Female graduate college students of B. N. Mandal, University, Madhepura.
- There will be no significant difference between the Achievement Motivation of Male and Female graduate college students of B. N. Mandal, University, Madhepura.

Research methodology

Sample

The sample of this study consisted of 300(150 Male and 150 Female) hundred constituent college students from B. N. Mandal University, Madhepura. They were selected randomly from different constituent’s colleges of B. N. Mandal, University, Madhepura. The age of the subjects ranged from 18-22.

Tools

- Personal Data sheet
Designed by the researcher, the personal data-sheet comprised details of the sample such as age, sex, education, socio-economic status, family structure etc.
- 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.
- Deo-Mohan Achievement Motivation (n-Ach) Scale (1990) was used to measure Achievement Motivation.

Procedure

Scales along with personal Data Sheet were used on the respondents. The data were obtained as per the manuals. The data were analyzed using t-test.

t-score is 1.71 which indicates Insignificant difference of Mean at 0.05 level of confidence.

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