Creativity as a factor of achievement motivation among graduate college students

Dr. Archana Singh

Abstract
The present study aimed to examine the effects of creativity on achievement motivation among graduate college students form 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 gap 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 into 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 (Csikszentmihályi, 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 lines. 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>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-ratio</th>
<th>t-score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Male</td>
<td>150</td>
<td>132.17</td>
<td>16.32</td>
<td>4.8</td>
<td>0.01</td>
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<tr>
<td></td>
<td>Female</td>
<td>150</td>
<td>138.26</td>
<td>14.42</td>
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</tr>
<tr>
<td>Achievement Motivation</td>
<td>Male</td>
<td>150</td>
<td>212.47</td>
<td>24.23</td>
<td></td>
<td>Insignificant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>150</td>
<td>215.67</td>
<td>21.87</td>
<td></td>
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</tr>
</tbody>
</table>

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

References


17. Deo-Mohan. Achievement Motivation (n-Ach) Scale (Deo & Mohan) as a test to measure achievement motivation, 1990.