

Creativity and Achievement Motivation in adolescents as influenced by their Mother's Professionalism

Dr. Zeba Aqil

Associate Professor

Email-drzebaaqil@gmail.com

Mo- 9415197220

Dr. Eklak Ahamad

Assistant Professor

Email-rumyrizwan@rediffmail.com

Mo-8004632354

Faculty of Education, Integral University, Lucknow

Abstract- There is one of the most important characteristics of life is creativity. It is influenced by many factors. Achievement motivation is other psychological aspects of students which are also affected by mother profession i.e. working and non-working. In this paper investigator tried to answer the above question. The objectives of the study are to study the creativity and achievement motivation in adolescents in relation to their mother profession. 200 students have taken as sample of IXth class from the school of Lucknow. In present study, *Passi test of Creativity* by Dr. B. K. Passi and *Achievements Motivation Scale* by Prof. Pratibha Dev and Dr. Asha Mohan were used for data collection. Appropriate statistical techniques used for data analysis. The results reveal that there is no significant difference between male and female students on creativity and achievement motivation. Same result is found in working and non-working women students on creativity and achievement motivation. It means that no role of mother profession on students creativity and academic motivation. Creativity is God gifted and academic motivation is related to hard working of students.

Keywords- Creativity, Achievement Motivation, Adolescents Mother's Professionalism

Introduction

“Goals are the fuel in the furnace of achievements.”

Brain Tracy

“Enthusiasm is excitement with inspiration, motivation and a pinch of creativity.”

A.P.J. Abdul Kalam

“Creativity is a great motivator because it makes people interested in what they are doing. Creativity gives hope that there can be a worthwhile idea. Creativity gives the possibility of some sort of achievement to everyone. Creativity makes life more fun and more interesting.”

Edward de Bono

Concept of Creativity-

It is most difficult to define and discuss the term creativity. It is special type of ability which is referred as creative thinking or divergent thinking abilities. According to “**Guilford structure of Intellect**”, the divergent thinking is one of the operations which combines with four contents and six products and forms 24 abilities. Thus out of 120 abilities, the 24 abilities, may be “structure of creativity”, Divergent thinking produces a variety of responses, whereas convergent thinking produces the single answer. The creativity is the unique aspect of intelligence.

Ausubel (1903) believes that we should use creativity to refer to “Rare and unique talent in a particular field of endeavour.

Torrance defines creativity as “ A process of becoming sensitive to problems, gaps in knowledge, missing element and so on, identifying the difficulty, searching for solution, making guesses or formulating hypothesis about the

deficiencies, testing or retesting these hypothesis and possibility modifying the retesting and finally communicating the results”.

It has 3 aspects (1) creative ability (2) the learning of adjustment of these abilities and their adjustment (3) the use in problem solving.

Everyone has the capacity for creative behavior, but some makes scientific and artistic contributions as record in the human history.

According to **Guilford** divergent thinking process is associated with creativity and involves such thought process as speculation, imagination and invention, since in the context of learning, we are more concerned about the thought process in creativity has been considered here as divergent thinking ability. He has included one of the operations in his structure of intellect.

Creativity and Problem Solving: - Gagne considered creativity to be a form of problem solving which involves intuitive leaps or a combining of ideas from widely separated field of knowledge.

Achievement Motivation-

Theory of achievement motivation has drawn the attention of psychologists, sociologists and educators in recent years. Everyone is aware of the fact that wide disparities exist in the economic condition of the various countries of the world. Psychologists thought about these problems in terms of social beliefs, political set up, distribution of power and even their characteristic life philosophy and psychology. How can understanding of individual psychology contribute to the world wide problems of economic growth? This crucial problem of economic disparity among the nations of the world and psychological causes underlying this problem was attached by David C. Mc Clelland of Harvard University. He

holds the view that psychological study of the individual and the nation can contribute a great deal to understand this problem. He rejected that economic growth can be explained in terms of economic variables. According to his view psychological and sociological factors are major variables affecting economic growth. He wrote book, "The achieving society" in which he advanced his new concept of economic growth of nation. He agreed in his book that the rise of capitalism cannot be explained and understood on the basis of economic factor alone. He believed that changes in the fundamental beliefs and attitude of men gave impetus to economic growth in certain countries.

The theory of achievement motivation was developed by MC Clelland and his associates in 1951 at the university of Harvard. He defined motor as.

"A reintegration of a change in a fact by a cue and anticipation of a future change in affect contingent upon certain actions".

The definition given by him has two important terms which need further explanation. The first term is reintegration which means reinstatement of psychological process in the conscious. Second is cue which is cause of motivation in the individual.

Development of achievement motive is affected by a number of variables in home, school and society. Home plays an important role in the early training. Parental expectations and guidance to the child develop need for high achievement in life.

Mc Clelland (1965) enumerated following propositions for developing new motives. Educational attempt succeed when individual understands that developing new motive is realistic and reasonable. The individual when describe and conceive various aspects of a motive is likely to develop the new motive.

Change of thoughts and action will occur when individual can link the motive to related actions.

The new motive influences the thoughts and actions of the individual when he can relate it to day to day life. The new motive influence the thoughts and actions when the individual sees the motive as an improvement in his self image. The motive influence thought and action when the individual experiences improvement in prevailing cultural values.

Need and Significance of the Study

Creativity is most important for students as well teachers for future development. The motive influences thoughts and actions when the individual aims to achieve goals according to the newly formed motive. When individual keep record of his progress in achieving objectives. Change in motive occurs in atmosphere where person feels supported and respects by others. If the new motive as a sign of membership in a new reference group, changes in motive are likely to occur. Working mother in the present research is defined as those married mothers who are working outside their homes for which they are paid. Non- working mothers are defined as those married mother who are educated and are house- wives are not working outside their homes.

Objectives of the Study-

1. To see gender difference of adolescents on Creativity and Achievement Motivation of Working and Non-Working women.
2. To study the Creativity and Achievement Motivation of adolescents in Working and Non-Working women.

Hypotheses

1. There is no significant difference between male and female adolescent children of working and non-working women in terms of creativity.
2. There is no significant difference between male and female adolescent children of working and non-working women in terms of achievement motivation.
3. There is no significant difference between adolescent children of working and non-working women in level of creativity
4. There is no significant difference between adolescent children of working and non-working women on Achievement motivation.

Review of Related Literature-

Das, Charan (1978) conducted study on working women in selected village of Delhi and found that joint families provided favorable conditions to women to go out for work because the house hold duties and child care responsibilities are shared very often by other female members in the house, but the age of the child is an important factor. Women who have children less than the age of five years and working away from home for 7-9 hours or more have to bear a heavy strain of double responsibilities.

Mohanty, S.L. (1979) described that maternal employment has different meaning and implications for children of different ages. The primary concern of the very young child centers around the daily separation from the mother. Maternal employment does not appear to be detrimental to the personality.

Rani, Radha (1994) studied on unconscious and conscious determinants of achievement style, The need for achievement, as assessed by the thematic apperception test (TAT), and the two sets of values about achievements, Type A and Protestant work ethic (PWE) values were examined Results of hierarchical

regression analysis revealed relationships between need for achievement and intrinsic motivation and between type A behavior and extrinsic motivation.

Singh, Daljeet (2010) studied on computation in stable motive homology theory. This is concerned with application of certain computational method form stable algebraic topology in motive homogony theory over p – adic fields Main tools were motive analogues of adams and adams Novikov spectral sequences. With this algebra, I discover a motuic analogue of the alpha family.

Podhi, J.S. (2008-12) an exploration of volunteers: Motivation for the benefits of Participating in a Galapagos Islands earth watch expedition. Two groups of volunteers were surveyed and interviewed. One Group before expedition 2006, another group was interviewed after expedition spring 2005-2006 expedition, this provided on alternative to traditional tourism. The older volunteers placed importance on altruistic motivations and benefits, for future generations.

Methodology

In this chapter an attempt has been made in describe the procedures employed by the researcher. The basic purpose of this chapter is to describe not only the actual process adopted to collect the necessary data but also the various tools and the statistical techniques used in the study for analysis and interpretation of data.

Population

The aim of present study is to find out the present status of creativity and achievement motivation of adolescents of working and non working women. Adolescent students have been represented as the population in the present study. The students on which the study was done belonged to IXth class. They belong to different community, religion and caste.

Sampling- The primary purpose of research is to discover principles that have universe application, but to study the whole population in order to arrive at generalization would be impracticable, or not possible.

Purposive sampling is used for selecting the representative sample in this study. Students selected with working and non- working mother of Lucknow city schools.

Tools Used for Data Collection

Proper selection of data is very essential in educational researches. It aims to provide a definite answer to research inquiring. The main purpose of data collections is to verify the hypothesis.

In scientific educational researches the data is collected by means of some standardized research or self made instruments. In absence of proper research tool it becomes difficult to obtain the required information about the sample population.

In present study **Passi test of Creativity (Dr. B. K. Passi)** and **Achievements Motivation Scale (Prof. Pratibha Dev and Dr. Asha Mohan)** were used. For data analysis appropriate statistical techniques were used in this study.

Analysis and Discussion

Hypothesis-1 There is no significant difference between male and female adolescent children of working and non-working women in terms of creativity.

Gender	N	Mean	S.D.	t-Value (dof-198)	Significance

Male	100	108.2	20.83	.946	Not significant at .05 level
Female	100	110.5	12.75		

The above table reveals that the number of male adolescent students is 100. The mean score of creativity is 108.2 and S.D is 20.83. Similarly the number of female students is 100, mean score of creativity is 110.5, S.D is observed 12.75. The t-value between male and female students on creativity is reported .946 at 198 degree of freedom. The level of significance is taken .05. Here the calculated t-value is less than the table value which indicates that hypothesis is accepted i.e there is no significant difference between male and female adolescent children of working and non-working women in terms of creativity. It means gender has no role in developing creativity among working and non-working women both children. It is the innate trait which is gifted by Almighty. Male and female students have approximately same level of creativity which indicates in their activity.

Hypothesis-2 There is no significant difference between male and female adolescent children of working and non-working women in terms of Achievement Motivation.

Gender	N	Mean	S.D.	t-Value dof-198	Significance
Male	100	133.20	28.73		Not

Female	100	131.35	27.50	.465	significant at .05 level
---------------	-----	--------	-------	------	--------------------------

The above table shows that the number of male adolescent students is 100. The mean score on achievement motivation is 133.2 and S.D is 28.73. Similarly the number of female students is 100, mean score on achievement motivation is 131.35, S.D is observed 27.50. The t-value between male and female students on achievement motivation is observed .465 at 198 degree of freedom. The level of significance is taken .05. Here the calculated t-value is less than the table value which indicates that hypothesis is accepted i.e. there is no significant difference between male and female adolescent children of working and non-working women in terms of achievement motivation. It means gender has no role in achievement motivation among working and non-working women children. It is the trait which is developed in students by self efforts and family support. Male and female students have approximately same level of achievement motivation which indicates in their activity.

Hypothesis-3

There is no significant difference between adolescent children of working and non-working women in level of creativity

Occupation	N	Mean	S.D.	t-Value (dof-198)	Significance
Working	100	115.25	15.83	1.627	Not significant at .05 level
Non-Working	100	118.65	13.70		

The above table shows that the number adolescent student of working women is 100. The mean score on creativity is 115.25 and S.D is 15.83. Similarly the number of adolescent student of non-working women is 100, mean score on creativity is 118.65, S.D is observed 13.70. The t-value between working and non-working students on creativity is 1.427 at 198 degree of freedom. The level of significance is taken .05. Here the calculated t-value is less than the table value which indicates that hypothesis is accepted i.e there is no significant difference between adolescent children of working and non-working women in level of creativity. It means professionalism of mother has no effect on creativity of students. Students have approximately same level of creativity of both type of mother i.e. working and non-working women. The reason behind it both type students have the same environment of living and education. They bring up in the same type of atmosphere and school climate is also the same.

Hypothesis-4

There is no significant difference between the adolescent children of working and non-working women in the level of achievement motivation.

Occupation	N	Mean	S.D.	t-Value (dof-198)	Significance
Working	100	134.55	25.80	.92	Not significant at .05 level
Non-Working	100	130.9	29.70		

The above table reveals that the number of adolescent students of working women in study is 100. The mean score on achievement motivation is 134.55 and S.D is 25.80. Similarly the number of adolescents students of non-working women is 100, mean score on achievement motivation is 130.90, S.D is observed 29.70. The t-value between students of working and non-working on achievement motivation is .92 at 198 degree of freedom. The level of significance is taken .05 in this study. Here the calculated t-value is less than the table value which indicates the acceptance of hypothesis i.e. there is no significant difference between the adolescent children of working and non-working women on achievement motivation. It means the profession of mother is not responsible for the achievement motivation of students. It is the acquired thing which is developed in students by their own efforts, peer group and family support.

Findings and Conclusions-

1. The result concludes that there is no significant difference between the male and female adolescent children of working and non-working women on creativity. This is proved statistically, but, if we as a layman, observed the value of means then it is found that girls are more creative than the boys of both working and non working women because the girls take more interest in arts and crafts as compared to the boys. In our country girls are encouraged to take up arts and crafts and boys are encouraged to take up science subjects.
2. The result indicates that there is no significant difference between male and female adolescent children of working and non-working women in terms of achievement motivation. This may be due to partial nature of mothers may be they are more conscious for their male children due to their narrow

mindedness, some mothers feel that their sons are there old age security, so they girl more attention towards theirs male children.

3. The result concludes that there is no significant difference between adolescent children of working and non-working women in the level of creativity. This may be due to the reason that working mothers are educationally aware and have better knowledge of their child's needs.
4. As the result concludes that there is no significant difference between the adolescent children of working and non-working in terms of achievement motivation.

References

Das, Charan. Academic motivation, adjustment and creative thinking of college atheletics in relation to their performance in back events. Ph.D Education, Punjabi University

Mohanty, S.L. Intelligence, Perceptual motor and achievement motivation training of tribal and non-tribal students. Ph.D Psychology, Utkal University

Rani, Radha. Study of Intelligence, Socio-economic status, achievement motivation and academic achievement with reference to pupil's behavior in classroom. Ph.D Education, Agra University

Singh, Daljeet. Creativity and Intelligence as correlates of teaching effectiveness of secondary school teachers. Ph.D Education, Punjabi University

Podhi, J.S. The effects of creativity and classroom environment on pupil academic self concept and environment, Barkatullah University.

Mohan, R. "Research methods in education" published by Neelkamal publication Pvt Ltd New Delhi

Mishra, R. C. “Research in Education published by APH publishing corporation,
New Delhi.

Creswell, J.W. “Educational research published by PHI Learning private Ltd,
New Delhi

Best, J.W and Kahn, J.V. “Research in Education” published by Prentice Hall of
India Pvt. Ltd. New Delhi

Koul, L. “Methodology of Educational Research” published by Vikas publishing
house Pvt Ltd New Delhi

<http://www.google.co.in>

<http://www.wikipedia.com>

<http://scholar.google.co.in>

<http://books.google.co.in>

<http://www.springer.com>

IJSER