



## **TO STUDY ON EXPLORE THE RELATIONSHIP BETWEEN THE CREATIVITY AND STUDENTS' GOAL ORIENTATION**

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### **ABSTRACT**

In a generally appropriate pattern of human behaviour, the constituents of creativity and the talents of creative people can be established. Creative people are usually believed to be creative and unique. It is known that the time of formation is a 'tender time' when a man yearns to withdraw from his fellow men and travels to his own source of privacy and silence into the mountain, desert, or away. Kahlil Gibran rightly said, "The silence and the mist of life itself were created." Who knows that a degenerated type of mist could be crystal itself.' The present study is an attempt to explore the link between imagination, target orientation of students, disruptive behaviour, perceived goal structure of the classroom, self-efficacy in English and academic achievement, as well as the influence of socio-demographic variables. The main aim of the study was to establish the relationship between imagination, goal orientation of students, and disruptive behaviour, perceived goal structure of the classroom, self-efficacy in English, and academic achievement, at least in a preliminary way. The findings showed that innovation has no association with the target orientation of students. Creativity has no association with the perceived target structure of the classroom.

### **Keywords:**

*Creativity, Abilities,  
Human Behavior, Goal  
Structure, Relationship.*



## **INTRODUCTION**

### **Creativity**

Creativity in the twenty-first century is the most indispensable capability for staff. In the present scenario of diverse knowledge and intense rivalry, one of the core objectives of current education is to expose the vitality and imagination of students. Edwards (2003) argued that learning and innovation on both sides of the same coin epitomize basic educational issues. Creativity is the fundamental aspect and situation for good teaching and learning in a wider perspective and in the language of the layman. Lubart (2008) argued that creative thinking as an instrument of knowledge construction could facilitate the learning process of students. In addition, through educational tasks and school atmospheres, imagination can be strengthened. However, a question still arises as to how to improve the imagination of students in the classroom through structured teaching and learning environments. Wu (2002) stressed the importance of assessing the motivational atmosphere in the classroom in an effort to address this question and promoted the need to recognize the learning environments that are beneficial from a motivational point of view in fostering the creativity of students. Over the last six decades, educational research has seen a change in the origins of inspiration from the divine to the psychic functioning of human beings. Creativity is the most characteristic of all the special forces endowed by human beings. Each person has a 'genius spark' or less-used creativity powers, which are waiting to be published. And a machine that runs at an incredible pace cannot equal imagination because it cannot generate original ideas because it has a restriction on repeated mechanical or computational jobs. In the other side, the human mind will build. Therefore, in defining the word innovation and differentiating it from other related intellectual functions and recognizing its distinctive varieties, it is important to be diligent.

The researcher is unsure if any particular definition for defining the word 'creativity' can be definitive and satisfactory. However, through their behaviour and accomplishments, researchers are familiar with many unquestionable manifestations of creativity in individuals and organizations that make important contributions to human well-being and quality of life. In a generally appropriate pattern of human behaviour, the constituents of creativity and the talents of creative people can be established. Creative people are usually believed to be creative and unique. It is known that the time of formation



is a 'tender time' when a man yearns to withdraw from his fellow men and travels to his own source of privacy and silence into the mountain, desert, or away. Kahlil Gibran rightly said, "The silence and the mist of life itself were created." Who knows that a degenerated type of mist could be crystal itself.'

Originality, altruism, leadership, vision and some joyful search for happiness are the most important characteristics of creativity. In an atmosphere of moral and spiritual ideals, such as the search of honesty, the fight for goodness, faith, fearlessness and bravery, creativity is nurtured. The ability to discover and mobilize one's capacity, practice kindness and compassion must be created by a person. By linking seemingly disparate objects and ideas to a greater design of unity and peace, by organizing the fractured ends of knowledge, he must seek to pursue independence and liberation, selfless service and the power to achieve synthesis and wholeness.

### **Creativity During Adolescence**

Adolescence years are very significant in people's lives because they thrive with the growth of operational thought with their cognitive skills during these years. The creation and manipulation of divergent thought by teenagers is important. The contrast of children and adolescents makes it clear that children's creativity is instinctive, while adolescents' creativity is logical and efficient. Rationality and logic growth among teenagers increases the benefit of divergent reasoning. These years have witnessed a transition from instinctive creativity to rational and logical creative functions and are setting the foundations for future life and achievements. Creative actions are seen as another cognitive skill such as creativity among teenagers, such as originality, versatility and novel contribution to solving problems or forming new relationships.

### **Definitions**

In terms of the thinking process, psychologists have essentially spoken of imagination. There are many definitions of creativity available; various definitions concentrate on different aspects of the concept; the same element is expressed using different terms in some definitions. Creative functioning, with problem solving as a main feature, is similar to creativity and imagination.



However, more creativity is involved, so we conceive of an imaginative scenario that incorporates rational thought and imagination. It has many of the features of both problem solving and fantasy. It is a kind of problem solving without any predetermined or 'right' solution and with its dominant feature being self-expression or externalization (of possible capacities and natural talents). By calling on the free reorganization of past experience and by being affected more by inner-need states (potential capacity) than by external demands, it resembles fantasy. But it differs from imagination because it is under much greater voluntary control (at least for a large part of the mental activity) and because it becomes externalized and inevitably results in a concrete end product, which, however, is a new or more satisfying accomplishment, unlike a traditional problem solution. Creativity can therefore be defined as human beings' possible capacity to be multifaceted in thought and the development of something special and different. This possible capacity is functionalized or articulated by divergent thought and imaginative productions, but by certain attributes and behavioural traits it is clearly visible or otherwise reflected.

In thought and acting, potential imagination is an inner desire to be divergent. This is the internal call for a multifaceted new fluid way of investigation and development to diverge from the traditional single-headed convergence. This is an intrinsic instinct to be distinct and distinctive in the living process by guided, logical and divergent thought and making survival effective and efficient.

### **Creativity And Its Functioning**

There is a noticeable disparity in the creativity processes of children and teenagers. Children's potential creativity finds a natural expression because it is an impulse, but in the case of teenagers, the potential creativity needs to be cultivated by a purposeful effort to promote an environment that enhances their self-concept and motivation for achievement. Researchers tried to research the mechanism of creativity working and concluded that if the potential creativity is to be used optimally, creativity should be creatively channelized (Getzels, 1962; Ghuselin and Brewster, 1952; Busse, 1981; Torrance, 1966; Gallander and Jeannine, 1993; Ronald, 1994; Megan, 1993).



## **Creativity and Education**

Mankind is currently facing a variety of challenges that threaten the mental balance of many individuals each year. As a result of mental disturbance thus developed, many people are lost every day to society. In this regard, Guilford (1970) correctly noted, "Everyone is aware of the very pressing problems of society - population, poverty, hunger, race, relationships, wars, pollution, and student unrest." It is ironic that we can spend billions of dollars sending men back and forth to the moon and yet allow more urgent concerns to go largely unattended here on earth. To solve technological problems of a mechanical sort, there has always seemed to be sufficiently Yankee ingenuity. There is, on the other hand, a serious lack of creativity and effort to solve social problems.

Today, in every country in the world, quite a large number of educational, social and economic problems are crying for an urgent solution. Who would enable humanity to find suitable solutions to these problems? The plain and simple answer to this question is that at this hour of crisis, only imaginative individuals will come to the rescue of mankind. Such citizens, however, are always a handful of minorities, and they have to experience a variety of powerful forces in society that are always involved in suppressing individual creativity.

Creativity stands for the desire to consider challenges, the freedom to choose, the courage to change oneself and the ability to change one's climate. In the blind alleys of conformity and constraint, a creative individual stoutly refuses to fall. Schools should chalk out plans to feed children's imagination. It is beyond their scope because imagination has been found to be more evolvable than knowledge. In improving the creative capacity of children, the versatile curriculum, the democratic administration by student councils and committees, scientific and recreational hobbies, journals, theatre, writing contests, art competitions, debates, literary symposiums and other cultural events, excursions and tours etc. go a long way. An overall improvement in the evaluation system and in the essence of the curriculum, however, is urgently required to achieve this goal. Above all, there are significant numbers of teachers sincerely involved in the teaching profession. They should have a deep-seated passion for teaching, that is, for their own sake and not anything else, they should be involved in it.



## **Achievement Goals**

In recent decades, scholars have concentrated on how the atmosphere of classroom learning affects the learning of students, but there has been a change in recent years towards how classroom environments influence the perspective of students on the meaning and aims of learning. Many scholars have concentrated on understanding how various objectives stimulate qualitatively different motivational behaviours and how these objectives are pursued in relation to learning experiences in the classroom. It has been noteworthy to develop connections between the atmosphere of the classroom, objectives, and the motivational outcomes of students; the next step is to decide how to build these goals in the classroom, although it is not easy.

## **Operational Definitions**

### **Creativity**

In the present study creativity is measured by using Baqer Mehdi Creativity test which measures three component- fluency, flexibility and originality of divergent thinking through four kinds of activities consequences tests, unusual uses test, new relationship test and product improvement test.

### **Goal Orientation**

The Collins Co-build English Dictionary (1995) defines goals as: “Something that is your goal is something that you hope to achieve, especially when much time and effort will be needed”.

In the present study goal means the target set by students to master particular skills, their performance in the classroom and to achieve good marks in examination. The goals are divided into three categories: Personal mastery goals, personal performance-approach goals and personal performance –avoidance goals.

**Personal mastery goals** refer to the degree to which students were oriented towards learning and understanding the course content.



**Personal performance-approach goals** refer to the degree to which students or demonstrating how smart they are in the class.

**Personal performance-avoidance goals** refer how much students are oriented towards avoiding doing worse than other students or avoiding demonstrating low ability in the class.

### **Classroom Goal Structure**

In present study classroom goal structure represents the perception of student's about goals set by the teachers in their classroom for students to master some skills, performance in class and achievement in examination. These goals are divided into three categories: mastery classroom goal structure, performance-approach classroom goal structure and performance-avoidance classroom goal structure.

**Mastery classroom goal structure** refers to the degree to which students feel that their teacher emphasizes learning and understanding the course content in the class.

**Personal performance-approach goals** refer to the degree to which students feel that their teacher emphasize demonstration of smartness by the students in the class.

**Performance- avoidance goals classroom goal structure** refers to the degree to which students feel that teachers emphasize the importance of avoiding doing worse than others and avoiding appearing incompetent in the class.

**Self-efficacy** refers to student's judgement about their own capabilities to learn and understand the course content of English.

### **METHODOLOGY**

An imperative need for the successful completion of any research work is a simple visualization of methodology. Depending on the nature and intent of the research for carrying out the present study, a descriptive survey method is adopted. The descriptive survey methodology deals efficiently with





what actually exists and interprets and explains the existing circumstances, behaviours and relationships that prevail. The following is a detailed description of the plan and procedure followed by the investigator for carrying out this piece of research:

## **RESEARCH DESIGN**

The objective of this study is to determine the intensity of the relationship between student imagination and their target orientation, perceived goal structure in the classroom and academic achievement. In addition, the relationship between the variables [gender, education, income, residence(rural/urban) and schooling (public/government)] and the target orientation of the students is to be determined. The utility of the correlational approach in researching topics related to education and other social sciences is an advantage. Correlational analysis helps the investigator to analyze the relationship between a wide number of variables. In addition, the correlational approach provides data on the degree to which those variables are related.

## **SAMPLE**

430 IX and X class students are included in the study sample). Of the 430 students, 287 were male and 143 were female, and 253 were from rural areas and 177 were from urban areas. The investigator selected 10 schools randomly from the districts of Rohtak, Sonapat, Rewari, and Jhajjar. The investigator selected 30 to 40 students from each grade, randomly making a total sample of 430 students.

## **RESULTS AND DISCUSSION**

It is important to evaluate the data after collection of data in order to derive the desired information from the same as the raw data collected on some parameters using certain tests have no significance and appear to be a heap of some hidden facts or knowledge. The data were statistically processed using appropriate architecture and techniques, keeping in mind the goals of the underlying study and their corresponding hypotheses. Therefore, it was important to process and interpret the raw data to draw relevant inferences and conclusions after the raw data was obtained.





The investigator therefore followed a descriptive survey approach to conduct the research, taking into account the essence of the study. The descriptive approach of the survey discusses what occurs at present and defines and interprets the existing circumstances, relationships and behaviours that prevail. It is a relationship analysis designed to investigate the relationship between variables (Gall, Borg, & Gall, 1996). The utility of the correlational approach in researching issues in education and other social sciences is an advantage. Correlational study helps the investigator to analyze interactions between a wide number of variables. Another benefit of the correlational approach is that it offers data on the degree to which such factors are related.

First of all, Cronbach's Alpha Model computing checked the reliability of the data and the reliability coefficient is in the range of  $\alpha = .72$  to  $.811$ , which is highly important. Table 1 offers the descriptive statistics of the data.

**Table 1: Descriptive Statistics of the Data N=430**

Variable	Min	Max	Mean	SD
<b>Creativity</b>	4	104	50.76	16.40
Fluency	2	55	27.49	9.21
Flexibility	2	39	21.17	6.07
Originality	0	24	2.11	3.02
<b>Students' Disruptive Behaviour</b>	4	27	9.62	3.55
<b>Students' Self-efficacy in English</b>	5	28	17.90	5.26
<b>Students' goal orientation</b>	<b>19</b>	<b>90</b>	<b>57.75</b>	<b>13.35</b>
Personal Mastery Goals	7	30	21.81	5.85
Personal Performance Approach Goals	3	34	18.15	5.15
Personal Performance Avoidance Goals	5	34	17.79	5.83
<b>Perceived Classroom Goal Structure</b>	17	62	42.79	10.32
Mastery Classroom Goal Structure	6	27	17.79	4.74
Performance Approach Classroom Goal Structure	0	17	10.40	3.41
Performance Avoidance Classroom Goal Structure	4	25	14.60	4.43
<b>Academic Achievement</b>	19	90	57.74	13.35

After finding the reliable data, the normality distribution of dependent variable Y1 (Disruptive Actions of Students), Y2 (Self-efficacy of Students in English), Y3 (Orientation of Students), Y4 (Personal Mastery Goals), Y5 (Personal Success Approach Goals), Y6 (Personal Performance Avoidance Goals), Y7 (Perceived Classroom Target Structure), Y8 (Mastery Classroom Goal Structure Structure) at the second stage after finding the reliable data An important requirement for the implementation of parametric tests is the normality assumption of results.

A regular Q-Q plot technique has been implemented for this reason. The predicted normal quartile values are graphed against the observed sample quartile (i.e. sample quartile) values in a Q-Q normal map.

The first objective of the present study was **to explore the relationship between the creativity and students' goal orientation**. To realize this objective Hypothesis No. 1 was framed which states that **there is no significant relationship between the creativity and students' goal orientation**. The correlation coefficients are presented in table:

Associations between the target orientation of innovation and students.

**Table 2 Correlations Between Creativity and Students' Goal Orientation**

Predictors →	AG	PMG	PPAG	PPAvG
<b>Predicates ↓</b>				
<b>Creativity</b>	.071	.042	.044	.082
Fluency	.079	.055	.050	.081
Flexibility	.049	.021	.029	.066
Originality	.049	.020	.031	.064

\*\* Significant at .01 level, \* Significant at .05 level

The correlation coefficients of the Pearson provided in table 4.5 indicate that independent variable X (Creativity) has no association with dependent variables Y3 (goal orientation of students), Y4 (personal mastery goals), Y5 (personal performance approach goals), Y6 (personal performance approach goals), Y6 (Personal Performance Avoidance Goals). Hypothesis No. 1 is, therefore, accepted.



Creativity in the twenty-first century is the most critical ability for work. In the present scenario of diverse knowledge and intense rivalry, one of the core objectives of current education is to expose the vitality and imagination of students. Edwards (2003) argued that learning and innovation on both sides of the same coin epitomise basic educational issues. Creativity is the fundamental aspect and situation for good teaching and learning in a wider perspective and in the language of the layman. Lubart (2008) argued that creative thinking as an instrument of knowledge construction could facilitate the learning process of students. In addition, through educational tasks and school atmospheres, imagination can be strengthened. However, a question still arises as to how to improve the imagination of students in the classroom through structured teaching and learning environments. Wu (2002) stressed the importance of assessing the motivational atmosphere in the classroom in an effort to address this question and promoted the need to recognise the learning environments that are beneficial from a motivational point of view in fostering the creativity of students.

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