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Assesment Of Creative Thought Process And The Intelligence With Achievement Motivation In Educational Setup: A Review

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ABSRACT

In past, creativity has been studied as an independent variable, as well as, a process and product of various traits such as intelligence, age, sex, environment, heritability, depression, frustration, motivation and several other traits. In the present research, Researcher has tried to review the literature to find the relation between intelligence and achievement motivation as the traits which are very closely associated to creativity. During present investigation the process and product of these traits in relation to creativity have been studied and it has been found that the creative thought process and the intelligence are having direct relation with achievement motivation. The literature studied and consulted during present investigation is reviewed with heads like 1)Research on Creativity 2) Research on Intelligence 3) Research on Achievement Motivation 4) Intelligence and creativity 5) Achievement motivation and creativity

INTRODUCTION

Education is a necessary element of society for its smooth functioning. Education imparts Knowledge, skills, creative thought process, awareness, interest, aptitude,values,and intelligencewhich further enhances the quality of life within a society. Creative thought process enhances the personal satisfaction and improves each part of life. Any individual has inward capacity to consider new thoughts and arrangements of an issue. A few people can demonstrate their capacities and some can't because of absence of appropriate direction and different factors. But for success, the need is the intensity of reasoning in various ways. The ability to Reason in various ways is believed to be creative thought process. The most critical part of creative thought process is the capacity to think or envision in an unexpected way. In any phase of education this part of innovativeness could be found. The general public needs to deal with the imagination among each individual appropriate from the youth and make progress toward its advancement among the person's ideal from the primary phase of the formal education.

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In Indian education system education is divided into multiple stages, like there are a few phases of instruction in that capacity the primary, secondary, higher secondary and higher education. All the stages are important but education at secondaryand high school shape the individual the most.Subsequently it is critical to take a shot at the creativity at the level of secondary and high school. Besides it is conceivable that creative thought process might be influenced by sexual orientation, school category, self-concept, intelligence and different factors identified with the High School and secondary school. So as to secure their innovativeness it is important to know the creativity level and the impact of these factors on the inventiveness of the schools. Present paper try to assess the creative thought process and the intelligence with achievement motivation in educational setup by reviewing the previous researches done in this field.

1. CREATIVITY

Singh (1992) reported that the urban student were more creative than their rural counterparts.More than half of the studies have reported the superiority of the urban students over the rural students. The rural students excelled on some creative tasks whereas the urban students excelled their rural counterparts on some other dimension of creativity.. Klimovienė et al. (2010) reported that creativity is well influenced by high classroom climate (high authenticity, legitimacy and productivity). Jamadar, C., & Sindhu, A. (2015). The outcomes uncovered that High Socio Economic Status understudies have more Emotional Intelligence and creative than the Low Socio Economic Status Students. Young ladies and young men have same level of Emotional Intelligence and Creativity. In Emotional Intelligence is no distinctions in three network understudies however in imagination Yerava Students have more creative than the other two network understudies.

Sharma (1983) relies on creativity activities in high and low caste groups. The Brahmins were taken as the upper caste group and the Harijana, the lower caste group. The study suggests that the higher caste group had significant differences in considerable difference in performance and creativity of the lower caste group. Landau (1976) and Torrance (1976) suggested that older children were more concerned with the complexity of life of the future.The work of creativity in New Zealand was briefed most appropriately by Parkyn (1976) who observed a changing intellectual climate where by there is a shift in emphasis from solving pre-structured problems and findings already known answers to an awareness of the importance of imaginative answers to questions, exploring the unknown, and encouraging creative solutions to problems within the framework of the gifted.

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In Indian researches, Torrance Test of Creative Thinking was mostly used for examining the creative thinking of samples. Indian workers have used both the verbal and figural test of creative thinking. It was reported that to get a fair and objective picture of creativity as defined by Torrance both the forms-verbal and figural should be used. Passi (1972); Mehdi (1973);and Kaul (1974) have attempted to develop alike creativeness measuring devices specially for India conditions.

Hlavsa (1974) has attempted a theoretical learning of creativity from the point of sight of development of man, generative process and novelty; integrative functions of creativity; problems of creativity and scientific and technical revolution whereas.An attempt at determining the relationship between aspiration and creativity was made by Hlavsa and Landa (1973).Another area that has come in for its share if attention in the last few years is the school climate, (Raina, 1971; Goyal, 1973; Jawa, 1974). They reported that creativity is well influenced by school climate. Personal factors and their association to creativity within the human being have been one of the frequent concerns if Indian researchers. Many such characteristics have been isolated e.g. level of aspiration (Bhan, 1973) or anxiety (Raina, 1968) or conformity and non-conformity (Esat, 1969) or introversion-extraversion (Paramesh 1970; Kumar, 1974) or self-perception and self-image (Paramesh, 1970;), self-concept (Passi and Lalithamma, 1973)

There is a tremendous increase in creativity research and it is difficult to list whole literature. Now, as Trefinger and Bojio (1972) has been pointed out by research and development for more than 30 years, creativity continues to be of considerable interest and interest to academics and social and behavioral scientists. In most countries research in this field is becoming less luxuriant compared to the United States. Research in these countries is at its earliest stages, but each area has surface preferences because of the abundance of problems requiring research. It helps in mobilizing research capabilities in developing countries, provides ways for people to use, freely, and brutally and create a creator.Research in different countries can look at creativity from different stratospheric points, and some of the definitive tracks in relation to scientific research in their respective countries in their countries.In Australia, the interest in creativity began in mid-sixties when they reviewed their research work on the international problems as well as with the local subjects mainly the emphasis was given in the practical problems rather than theoretical or research aspects.

2. INTELLIGENCE

Intelligence has been defined by Mangal (2013), as “a sort of mental energy (in the form of mental or cognitive abilities) available with an individual to enable him to handle his environment in terms of adaptation and facing novel situations as effectively as possible”.The relative importance of nature and nurture has been investigated by different sociologists. The conclusion of their studies

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reveals that intelligence is product of heredity and environment. Both are necessary for the intellectual growth of an individual, and one cannot be considered more essential than the other Intelligence tests have shown that intelligence is directly related to age.

The theories of intelligence try to throw light on the structure of intelligence. Unitary theoryholds that cleverness consists of only one cause i.e. a fund of intellectual proficiency. Quite contrary of this. Multi factor theoryconsiders intellect a mixture of several separate essentials or factors, each being a minute element of an capability. Spearman's two factor theoryadvocates that all the intellectual tests can be categorized into certain definite groups. Each group has a unique common factor known as group factor. Thurstone and his associates had discovered nine of such group factors. Vernon's hierarchical theorysuggests a hierarchical structure for the organization of intelligence in the shape of G, and overall factor branching into major group factors various specific factors. Guilford tried to illustrate his viewpoint through a model of intellect involving three interrelated and interacted basic parameters operations, contents and products.

Intelligence is usually distributed in nature, a joint product of both inheritance and ecology; It shows unique differences, growing at age 16 and 20 years of age and its vertical development but is not a factor in causing differences in differences such as gender, races, culture, caste and color. This assessment is classified into individuals and group tests involving verbal or semantic usage through intelligence tests.

The role of students of intelligence is studied through Sahai (1985). He found that the average intelligence of men was greater than that of men. Kumari (1982) sought to analyze the most interesting lessons, a study for the achievement of young social groups of intelligence, various social-metric groups. He declared that the mobilization of population and neglect and isolation, group mobilization of population and neglect is significantly different from intelligence. Nuthana(2007) conducted a study on intellectual abilities and the socio-economic aspects of high school students. According to him, there is no significant difference in the verbal ability between scientists and artists. Whereas science and arts students find a significant difference between IIT GIT, numerical skill and non-verbal ability. He concluded that the science students had more non-verbal skills.

The "intelligence", for the first time equated with information by Romans. This identification still persists in some governmental agencies but according to Guilford (1980) this definition of intelligence is not very proper, he feels that intelligence is not the information itself. It is rather a compilation of dissimilar abilities or functions for dealing out informations of different kind, to produce different kind of mental construct. He referred that these abilities differ as to the kind of information, kind of operation and kind of resulting product in his psycho epistemology, there exists

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at least 30 varieties of informations. It is however very unfortunate that the term intelligence has not yet been uniquely defined. Previously intelligence has been referred as a synonym of creativity but later on the interrelationship of intelligence and creativity was studied with a considerable interest.Intelligence is a multi-dimensional affair with many components having been discovered by factor analysis.

In personal opinion of the author "the intelligence is a mental state in which the mind operate to solve present day problems with the help of past informations collectively or in phase manner. Rao (1978) reported that intelligence has a positive significant relationship with social maturity. The findings of Sharma (1971), Kumari (1975), Acharulu and (1978) proved that there is a positive and statistically significant link between creativity and intelligence. Sharma (1977) found that the creativity of women was significantly higher in intelligence than the less creative women.

The general importance of the proposed motivation is a simple one. From one circumstance, the purpose of winning one's own success is to achieve a specific action to create two specific environmental impacts, the strength of expectation or the probability of success (Ps) and the tendency to gain stimulus value success Bhattacharya (1978) during his Ph.D. research work entitle "Interaction of Personality and Creativity", reported that level of creativity did not affect the intelligence.

The relationship between age, gender, intelligence and personality was investigated by Gupta (1976). The intelligence notably noticed that reflection style, sex and repair did not bring any significant differences in differences in the EAS.Deutsch (1964) investigated the intellectual abilities and psycho-social motor behavior among pre-school children The main objectives of his research was to study developmentry, intellectual abilities and psycho-social motor behaviors. According to her intelligence motor language and personal social behavior developed in an interrelated manner. Vernon (1965) studied the intelligence and intellectual stimulation during adolescence. His study revealed a positive relationship between intellectual stimulation and different aspects of intelligence measure by Vernon's non verbal 'g' test, Vernon's Pattern Drawing Test and Vernon's Graded Arithmetic Test only.

If one wants to have a generalization about the unique nature of creativity and intelligence, then both children and both can not ignore the children. According to most of the definitions of intelligence, creativity should be an integral part of this domain. Given the ways both intelligence and creativity have been measured, there has arisen much controversy about the relationship between intelligence and creativity. R.N. Simpson who devised a measure of creativity pointed out the difference between measures of intelligence and creativity and recommended that measures of intelligence be supplemented by measures of creativity. In general, there seems to be almost no

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relationship between measures of figural creativity and measures of intelligence and only low positive relationship (around .20) between verbal measures of creativity and intelligence relationship seen highest among population predominantly low in intelligence and lowest among those predominantly high in intelligence.

Since creativity is initially studied as a form of general intelligence, the words are confusing when defining the words 'creativity' and 'intelligence'. In our view the possibilities of the correct differences between creativity and intelligence were open to us, our study of literature was open.

3. ACHIEVEMENT MOTIVATION

Motivation stimulates, forces, and encourages a person to act or act in a particular time at a certain time to achieve a particular goal or purpose. Basically an incentive depends upon an individual's requirement. Because the needs are not ending, motives can not be easily counted. In this emerging competitive community, there is a tendency for everyone to have a desire to achieve more than others. This type of achievement for achievement is generated for this achievement purpose.

As the origin and development of achievement aims to be involved, it is said to be a result of early training and experiences and continuous learning. Parental lifestyle and family life teach children a record of gestures. The ability to achieve independent training and independence at a young age and the children who have grown up in less dictatorial families are capable of achieving the foundation to fight **(Mangal, 1988).**McLeilland (1961) insisted on the motivation to stimulate certain actions, and consequently (the success of failure) should take responsibility for the individual. After successful completion, the results must be known openly to know the person he knows, and there are some risks to the possibility of success.

The person who wants to achieve accepts challenges, intellectual or intellectual, emotionally or unknowingly, "achievement regulation". His self-respect is more than attraction and fame, increasing efficiency and attachment. He fights hard beyond demands, hardens a task and rejects the wrong ideas from the partners. "Because of lack of courage, the appraisal of the highest in the drive for misery is not very unfortunate, they express their open identity for their own independent and self-reliant achievement." (McClelland et al. 1953).

Parents, who develop high standards and expectations, maintain a sense of achievement, promote the environment to the baby, and go in his own way (McCleland et al 1953, Winterbottom, 1958). In a national study study,Vernoffet. Al. (1960), which focuses on a review of n-achievement, indicating that it is remarkable for men and women who went to college more than in the population. The differences in the early life experiences lead to variations in the degree of their achievement

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motivation. Specifically children learn by copying the behavior of their parents and other important people who serve as models. This observation learning (Bandura and Walters, 1963), help in adopting many characteristics of the model. A positive motivation relationship with Parents' behavior and some socio-economic variations was studied by Rubin (2013). It may include the need for achievement if a marked degree of motive is present in the model (Eccles 1983). The parental expectations play a vital role in the development of achievement motivation. The parents, who have high expectations on their children encourage them and praise them fro the achievement directive behavior (Eccles, 1983).Chatterjee (1983) Comparative study of personality, intelligence and record promotion in various academic groups was conducted. He said that science students are significantly higher compared to agricultural and artistic groups. At the same time, trade and agricultural students have achieved a remarkable high level record stimulus compared to students' art. Students of science and business groups are more than other groups.

Ahluwalia (1985) while studying the effect of various factors, gender, age, birth discipline, educational performance, parenting education, occupation of parents, economic status of parents, rural / urban upbringing, family size, dependence and school type achievement motivation .

Key findings of the investigation are as follows:

1. There is no effect on the child's achievement of the child.

2. The positive and significant achievement of age is related to the achievement of achievement.

3. Achievement motivation in the birth order is not affected.

4. Educational performance is positive and significant in terms of achievement of achievement.

5. Father's education significantly affected the achievement of the achievement, and the children did not make any effort for Mother's education.

6. The purpose of achievement is not affected by the occupation of the father or mother.

7. Poor's economic status does not affect the boost for achievement.

8. Children in urban / rural areas do not have any benefit.

9. The size of the family does not show a positive relationship with positive motives.

10. Reliability and favorable motivation is relatively negligible though.

11. Children of sub-education schools are more accomplished than boys' school. But there is no significant influence on children's school and women schools in mainstream schools and women's schools.

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12. Children from middle schools were very positive.

Sharma (1984) conducted the inquiry into the positive motivation, anxiety and value direction of creative teachers. His findings:

1) The total samples of high creatives scored significantly higher low creatives on achievement motivation.

2) Significant differences between the richest men and the urban women in each case were marked by significant differences between the high and low creativity groups in favor of superior creators.

The findings of Ahluwalia (1985) were further confirmed by Mansuri (1986). The study will examine the trend of achievement motivation for V, VI and VII students. It was observed that the achievement of record achievement was a useful variable. The variations of V, VI and VII classes were substantial and supportive for continuous classes. Continuous class students have shown continuous improvement in achievement, ie age increases directly affect the value of positive encouragement.

Mansuri reports that students of higher SES level students are significantly higher in their favorable driving than the lower SES level.

Singh (1986) inquired about the impact of record stimulation in various geographical areas. He said there was no significant difference in their positive motives among Delhi and Haryana students.Singh (1986) studied diversity, promotion, passion and anxiety. He has his Ph.D. Degree. Important and relevant decisions are as follows:

1) Significant correlation exists between intelligence and achievement motivation.

2) All groups of the sample had a significant positive relationship between verbal creative thinking and non-verbal creative thinking.

3) The experimental and control groups did not differ significantly with respect to verbal and non-verbal creative thinking.

4) Intelligence and achievement motivation were found to be positively correlated with verbal and non-verbal creative thinking each group.

Conclusion

Initially, creativity was used as a synonym of intelligence but later on creativity was discussed as a different aspect of mental state than intelligence. But intelligence can be understood as a method to identify the areas of problems and to draw some results, on the basis of existing

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experiences/knowledge, quickly, should be termed as intelligence. Whereas to identify something new in all spheres is called creativity". Creativity cannot be retained in any geographical areas i.e. it is a universal phenomenon.Creativity at the same time is not an independent and autonomous phenomenon but it is well influenced by other traits like intelligence, frustration, tension, humors, achievement motivation, level of aspiration, depression, perception, emotion and etc.

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