

Creativity in Relation to Students' Goal Orientation and Disruptive Behaviour

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Abstract

The purpose of this study is to determine the strength of the relationship that existed between creativity of students and their goal orientation and disruptive behaviour. The sample of the study includes 430 students of IX and X class students randomly selected from Rohtak, Sonapat, Rewari, and Jhajjar districts of Haryana state. The results suggested that Creativity has no relationship with students' goal orientation. Creativity has a significant negative relationship with students' disruptive behaviour. Students' disruptive behaviour has a significant negative correlation with Students' goal orientation.

Introduction

Creativity is the most indispensable skill for work force in the twenty-first century. One of the central goals of current education in the present scenario of diverse information and intense competition is to unveil students' energy and their creativity. Edwards (2003) argued that learning and creativity are two sides of the same coin, and both epitomize fundamental concerns in education. In a bigger perspective and in layman's language, creativity is the basic element and situation of successful teaching and learning. Lubart (2008) argued that creative thinking could encourage students' learning process as an instrument of knowledge construction. Moreover, creativity can be enhanced through educational assignments and school atmospheres. However, a question still arises that how to boost students' creativity through formal teaching and learning settings in the classroom. In an attempt to answer this question, Wu (2002) emphasized the significance of evaluating motivational environment in

the classroom and advocated the need to identify the learning conditions, which are beneficial in promoting students' creativity from a motivational perspective.

The most important characteristics of creativity are originality, altruism, leadership, a sense of vision and some joyful quest of happiness. Creativity gets nurtured in a climate of moral and spiritual values such as the pursuit of truth, strife for goodness, faith, fearlessness and courage. A person needs to develop the ability to discover and mobilize one's potential, practice kindness and compassion. He must strive for the pursuit of freedom and liberation, selfless service and the power to achieve synthesis and wholeness through relating seemingly diverse things and ideas to a larger design of unity and harmony; by organizing the fragmented ends of knowledge.

Adolescence years are very important in the life of individuals because during these years they bloom out with their cognitive abilities with the development of operational thinking. It is crucial to develop and exploit divergent thinking of adolescents. It is evident from the comparison of children and adolescents that the creativity of children is instinctive while the creativity of adolescents is rational and productive. Development of rationality and logic among adolescents increases the importance of divergent thinking. These adolescence years witness a shift from instinctive creativity to rational and logical creative functions and prepare the foundation for future life and achievements.

Creative acts like originality, flexibility and novel contribution in solving problems or establishing new relationships is viewed as another cognitive ability like intelligence among the adolescents. Pachaury (1986) argued that like intelligence creativity is also distributed normally among the population. Researcher opined that creative potential of individuals could be optimized through planned interventions. Individual's culture, motivation and personality influence the functionalization and nurturing of their creative potential.

Getzels (1985) stated that creative thinking is the highest among the cognitive functions and creative production is the peak of achievements. These creative abilities are the product of cognitive development during adolescent age. Appropriate steps should be taken to develop and nurture the creative potential of adolescents to save their future life and the society from the negative consequences. The self-debasing drive causes an adolescent to retreat to primitive states of behaviour; on the other hand, the self-transcending drive propels individuals to higher levels of achievement and self-actualization. This supremacy of the self-

transcending drive over the self-debasing drive results in the functional creativity. This is described as ‘the sublimation of the self-transcending emotions transformed into creativity’. The potentially creative adolescents have the ability to foresee new relationships and are capable of producing unusual ideas and to deviate from traditional patterns of thinking (Eysenck, 1972). They possess a constellation intellectual ability, personality variables and problem-solving abilities. Functionally creative adolescents in addition to originality, flexibility, and fluency also possess motivation and temperament traits as well (Guilford, 1959).

Claudio and Leroy (1995) see adolescence as a multiplicity events, experiences, behaviour, people, and cultural meanings. In their book “Advances in Adolescent Psychology”, the authors emphasize the importance of creativity, intelligence and achievement for adolescents. They further emphasize that the creativity of adolescents is very important to their future life and appropriate training and help should be provided for appropriate exploitation of creative potentials through nurturing their self-concept and giving autonomy. Adolescents should be accepted and properly understood to promote their creative talents and to facilitate optimum achievement.

Considerable research and writings have addressed how classroom-learning environments influence pupil learning, but present day attention has focused on how classroom environments influence students’ views about the nature and purposes of learning. Considerable research is now focused on describing how different goals elicit qualitatively different motivational patterns and how these goals are emulated in reference with classroom learning environments. Establishing linkages between the environment, goals, and pupil motivational results has been significant; determining how to create these goals in the classroom is a next step, albeit not an easy one. The purpose of this study is to see the effect of classroom structures that are theoretically related to numerous goals but that also have pragmatic elements as they are manipulated by teachers and can be designed to achieve desired goals on student achievement.

Research on achievement motivation was central for a long period but recently the research literature has focused on achievement goal framework that assimilates both cognitive and affective components of goal-directed behaviour (Ames & Archer, 1987, 1988; Dweck, 1986; Dweck & Elliott, 1983, Dweck & Leggett, 1988; Elliott & Dweck 1988;

Maehr, 1984; Maehr & Nicholls, 1980; Nicholls, 1979, 1984b, 1989). An *achievement goal* is related to the purposes of achievement behaviour and defines an integrated pattern of attitudes, beliefs, attributions, interest and affects that guides the intentions of behaviour (Weiner, 1986) and that is epitomized by different ways of approaching, attracting and responding to accomplishing tasks (Ames, 1992b; Dweck & Leggett, 1988). Elliott and Dweck (1988) defined an achievement goal as involving a “‘program’ of cognitive processes that have ‘cognitive, affective, and behavioural consequences’”.

The literature has particularly focused on two contrasting achievement goal paradigms. These goals have been understood by their association to contrasting arrangements and patterns of motivational processes and therefore, labelled as learning and performance goals (Dweck, 1986; Dweck & Leggett, 1988; Elliott & Dweck, 1988), task-involvement, and mastery goals can be differentiated from performance and ego-involvement goals. The present study has accepted the mastery and performance labels. Mastery and performance goals signify different conceptions about success and underlines different reasons to approach and engage in any achievement activity (Nicholls, Patashnick, Cheung, Thorkildsen, & Lauer 1989) and include different ways of thinking about self, task, and outcomes of the task (Butler, 1987, 1988; Corno & Rohrkemper, 1985; Nicholls, 1984a).

A mastery goal is a belief that effort and outcome covary, and it is this attribution conviction pattern that maintains achievement-oriented behaviour over time (Weiner, 1979, 1986). The significance of long-term view is underscored by those (Eccles, Midgley, & Adler, 1984; Maehr, 1984; Paris & Newman, 1990; Pascarella, Walberg, Junker, & Haertel, 1981; Pintrich & DeGroot, 1990) who argue that researchers and educators should focus on quality of involvement and a regular dedication to learning as consequences of different motivation designs and structure. The focal point of attention is on the essential and inherent value of learning (Butler, 1987; Meece & Holt, 1990; Nicholls, 1984b), as well as the utilization of the effort. The student's sense of doing better that is efficacy is based on the principle that all the effort put will ultimately lead to success or a sense of mastery (Ames, 1992a, Ames & Archer, 1988). The goal of mastery orients and therefore guides individuals towards developing new skills, trying to understand their work, improving their capability and thus their level of competence, or achieving a sense of mastery based on self-referenced standards (Ames, 1992b; Brophy, 1983; Meece, Blumenfeld, & Hoyle, 1988; Nicholls, 1989).

Similar and well matched with this goal construct is “motivation to learn”, a description given by Brophy’s (1983). According to Brophy, individuals are persistent as well as decisive on mastering and understanding the content and thus indicate by demonstrating a willingness to engage in the process of learning.

The performance goal focuses on one’s ability and sense of self-worth (Covington, 1984; Dweck, 1986; Nicholls, 1984b), and ability is exhibited when students perform better than other students, surpass normative-based standards of the class, or when they achieve success with less efforts (Ames, 1984; Covington, 1984). Public recognition that an individual has performed better than others or has accomplished the task in a better and considerably finer fashion is essential to a performance orientation (Covington & Beery, 1976; Meece et al., 1988). Therefore, in this orientation learning is seen as a way to achieve the desired goal and attention is paid to achieving normative success (Nicholls, 1979, 1989). In a situation where a person adopts a performance goal, his perceived ability-outcome association directs his actions and behaviour in a way that his self-worth is determined by his perception about his ability to perform (Covington & Beery, 1976; Covington & Omelich, 1984). As a result, this amount of effort can press self-concept of ability while trying hard and may not lead to success, therefore, effort has both favourable and unfavourable effects, (Covington & Omelich, 1979).

Though, mastery and performance goals are seen as two forms of “approach tendencies” (Nicholls, Patashnick et al., 1989), but they lead to different environmental or instructional demands and result in qualitatively different motivational designs, structures and patterns. Research literature associates mastery and performance achievement goals to distinctive and remarkable ways of thinking about oneself and learning activities support that a mastery goal prompts a motivational design, whereas a failure-avoiding pattern of motivation is elicited performance goal (Covington, 1984; Dweck, 1986; Dweck & Leggett, 1988; Elliott & Dweck, 1988; Nicholls 1984b, 1989; Nicholls, Patashnick, & Nolen, 1985).

Methodology

A descriptive survey method to carry out the study is adopted keeping in view the nature of study. Descriptive survey method deals with, what exists at present and it describes and interprets the current prevailing conditions, relationships and practices. It is a relationship study designed to analyze the relationship between variables (Gall, Borg, & Gall, 1996). An

advantage to the correlation method is its usefulness in studying problems in education and in other social sciences. Correlation research permits the researcher to investigate relationships among a large number of variables. Another advantage of the correlation method is that it provides information about the degree to which certain variables are related.

Sample

The sample of the study includes 430 students of IX and X class students. Out of 430 students 287 were male and 143 were female and 253 students belong to rural areas and 177 students belong to urban areas. The investigator picked up 10 schools from Rohtak, Sonapat, Rewari, and Jhajjar districts randomly. From each school the investigator picked up 30 to 40 students randomly making a total sample of 430 students.

Tools Used

The following tools will be used for the collection of the data:

1. Creativity inventory by Baqer Mehdi (1985).
2. Students' goal orientation questionnaire by Kaplan, A., Gheen, M. & Midgley, C. (2002) and Hindi adaptation by Sehrawat (2003).

Procedure of data collection

The questionnaires were administered to the students in their respective schools by the investigator himself. Students were informed that participation in the study is voluntary and their identities would remain confidential. They were asked to read instructions given in the questionnaires before filling of the questionnaires.

The students who did not provide full information were dropped from the final analysis. Initially, we selected 500 students and the final sample includes 430 students and 20 classrooms.

Results

First of all, the reliability of the data was tested by computing Cronbach's Alpha Model and the reliability coefficient is in the range of $\alpha = .72$ to $.811$, which is highly significant. The descriptive statistics of the data are given in table 1:

Table 1: Descriptive Statistics of the Data N=430

Variable	Min	Max	Mean	SD
Creativity	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
Students' Disruptive Behaviour	4	27	9.62	3.55
Students' goal orientation	19	90	57.75	13.35
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

The first objective of the present study was **to explore the relationship between the creativity and students' goal orientation**. The correlation coefficients are presented in table 2:

Table 2: Correlations between creativity and students' goal orientation.

Predictors → Predicates ↓	AG	PMG	PPAG	PPAvG
Creativity	.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 Pearson's correlation coefficients presented in table 2 show that independent variable X (Creativity) has no relationship with dependent variables Y₃ (Students' goal orientation), Y₄ (Personal Mastery Goals), Y₅ (Personal Performance Approach Goals), Y₆ (Personal Performance Avoidance Goals).

The second objective of the study was **to explore the relationship between the creativity and students' disruptive behaviour**. The correlation coefficients are given below in table 3:

Table 3: Correlations between creativity and students' disruptive behaviour.

Predictors → Predicates ↓	SDB
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Creativity	-.138**
Fluency	-.123*
Flexibility	-.140
Originality	-.093

The table 3 reflects that creativity has a significant negative relationship with students' disruptive behaviour. It means that students who are more disruptive in the classroom are less creative.

The third objective of the study was **to explore the relationship between students' disruptive behaviour and students' goal orientation**. The correlation coefficients are given below in table 4:

Table 4: Correlations between students' disruptive behaviour and students' goal orientation.

	AG	PMG	PPAG	PPAvG
SDB	-.120*	-.199**	-.076	-.008

Table 4 reflects that students' disruptive behaviour has a significant negative correlation with Students' goal orientation. It means that students who do not have set goals to achieve in the class are more disruptive in the class. Therefore, goal setting is important for students' learning.

Discussion

The present study is an attempt to explore relationship among creativity, students' goal orientation and disruptive behaviour. In this section the results obtained are discussed in the context of existing research and conclusions are drawn. The results suggested that Creativity has no relationship with students' goal orientation. Creativity has a significant negative relationship with students' disruptive behaviour. Students' disruptive behaviour has a significant negative correlation with Students' goal orientation. For these result the investigator could not find empirical evidences from the existing studies because no study has been carried out to the best knowledge of the investigator.

The present study provides reliable information about the students' creativity, personal achievement goals, and students' disruptive behaviour. This information may be helpful to the teachers in catering individual differences of students and teachers can assign www.ijellh.com

students such home work and other activities, which suits their creative pursuits and hence able to enhance their creativity and academic achievement.

The present study will help the teachers in adopting suitable pedagogical methods and techniques to fulfill the desired goals and catering to the students' creative and academic needs. It is strongly recommended that special efforts should be put to nurture the creative talent of the students. The activities that may foster creativity include Model-Eliciting Activities (MEAs) is helpful in developing creative thinking (Chamberlin and Moon, 2005); and creativity can be applied to any domain of knowledge and to all school subjects.

Techniques like brain storming, problem-solving, quiz and project activity are helpful in developing creativity (Shan, 1989). Students' involvement in creative activities results in improved student motivation and may safeguard children from stress. Creative thinking allows people to avoid boredom, resolve personal conflict, cope with increasing consumer choice, accept complexity and ambiguity, make independent judgments, use leisure time constructively, and adjust to the rapid development of new knowledge.

The investigator deems the findings of the present study have several limitations. First, the relative small size of the sample prevents us from making stronger claims about the generalizability of these findings. Second, the correlation nature of the data, which were collected at one time point, limits the interpretation with regard to the processes involved. Nevertheless, extrapolations from the data, when supported by theory, can provide suggestions for directions in future investigations. This study primarily explored relationship between creativity and students' goals orientation and disruptive behaviour. Some studies examined the effects of personal and environmental dimensions of students' achievement goals can have on their learning behaviour (Lau & Lee, 2008; Peng & Cherng, 2005; Wolters, 2004). But no considerable study was found in Indian context, therefore, such a study will extend the empirical base and will help in understanding the influence of students' achievement goals and classroom goal structure on creativity in Indian classrooms. Therefore, future studies should explore how personal goal orientation and classroom goal structures can influence creativity. We have used Baqer Mehdi's test of verbal creativity, therefore, future studies should investigate effects of classroom goal structures, the different classroom goal structures and the relationship between personal goal orientation and classroom goal structures have on different types of creativity questionnaires or the vice versa. Furthermore

the same study may be replicated using a bigger sample size to validate the results of this study.

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