

## A STUDY OF CREATIVE PERSONALITY AND ACHIEVEMENT MOTIVATION OF THE HIGHER SECONDARY STUDENTS

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### Abstract

This study investigates the creative personality traits and achievement motivation levels among higher secondary students, focusing on their relationship and variations across gender, locality, school type, and academic streams. Creativity, defined as the ability to generate novel and valuable ideas, and achievement motivation, the inner drive to excel, are crucial factors influencing students' academic and personal development. Using standardized tools, data were collected from 300 students across six higher secondary schools in Namakkal district through stratified random sampling. The findings reveal a significant difference in creative personality between boys and girls, while no significant differences were found based on locality, school management, or academic stream. Achievement motivation showed no significant variation across any demographic variables. Additionally, the correlation between creative personality and achievement motivation was found to be negligible. These results suggest that creativity and motivation operate independently and should be nurtured through tailored and inclusive educational programs. The study underscores the need for gender-sensitive creativity development and universal motivational strategies to enhance student outcomes effectively.

**Keywords:** Creative Personality, Achievement Motivation Academic Performance, Creativity Development, Creativity Development

### 1. Introduction

Creativity and achievement motivation are critical psychological constructs that significantly influence students' academic performance and overall development. Creative personality refers to the set of traits and characteristics that enable individuals to generate novel and valuable ideas, approaches, or products (Feist, 1999). Achievement motivation, on the other hand, is the inner drive that compels individuals to strive for success and excellence in various domains (McClelland, 1961). In the context of education, especially at the higher secondary level, these factors play a pivotal role in shaping students' learning behaviors and academic outcomes.

Research indicates that students with a high level of creative personality tend to exhibit enhanced problem-solving abilities, critical thinking skills, and adaptability (Runco & Jaeger, 2012). Similarly, achievement motivation has been linked to persistence, goal-setting, and academic achievement (Elliot & Dweck, 2005). Understanding the interplay between creative personality and achievement motivation is vital for educators and policymakers to foster environments that nurture both creativity and motivation among students.

Several studies have explored these constructs independently; however, limited research has investigated their relationship specifically among higher secondary students, a critical stage for academic and personal development (Kumar & Singh, 2020). This study aims to fill this gap by examining the creative personality traits and achievement motivation levels among higher secondary students, providing insights that could inform educational practices and interventions.

### 2. Review of Literature

The concepts of creative personality and achievement motivation have been widely studied in educational psychology due to their significant roles in student development. Creative personality encompasses traits such as originality, curiosity, risk-taking, and independence, which contribute to an individual's ability to produce novel and useful ideas (Gough, 1979). Achievement motivation, defined as the drive to excel and achieve goals, is considered a critical factor influencing academic performance (Atkinson, 1964).

Several researchers have examined the characteristics of creative personality among students. For instance, Torrance (1974) emphasized that creative students often display higher levels of divergent thinking and problem-solving skills. In a study by Silvia et al. (2009), creative personality traits were found to correlate positively with academic creativity and engagement. Similarly, Feist (1998) reported that openness to experience, a key personality trait, significantly predicted creative behaviors.

Achievement motivation has also been extensively explored in educational contexts. McClelland's (1961) theory of need for achievement highlights that students with strong achievement motives tend to set challenging goals and exert greater effort to accomplish them. Research by Schunk et al. (2008) demonstrated that motivation is linked to persistence and success in academic tasks. Furthermore, studies indicate that motivation and creativity are interrelated; students motivated to achieve are more likely to engage in creative problem-solving (Hennessey & Amabile, 2010). Specifically, in the context of higher secondary education, research reveals that students at this stage face increased academic pressure and expectations, which can influence both their creative expression and achievement motivation (Zimmerman, 2000). For example, a study by Kumar and Singh (2020) found that higher secondary students with a balanced creative personality and strong achievement motivation reported better academic outcomes and higher satisfaction levels. Despite the growing body of research, limited studies have simultaneously examined the relationship between creative personality and achievement motivation among higher secondary students, particularly in diverse educational settings. This gap underscores the need for comprehensive studies that explore how these factors interact and influence students' academic and personal growth.

**3. Need for the Study:** Maslow (1962) is of the opinion that the creative personality is spontaneous, expressive, efforts, innocent, unafraid by the unknown or the ambiguous, able to accept tentativeness and uncertainty. It is expected that the influence of variables namely creative personality and achievement motivation among the adolescents is of paramount importance. A systematic study for the assessment of creative personality and achievement assumes vitality.

Further a thorough review of the studies carried out in the field of creative personality and achievement motivation as reported in the five surveys of educational research edited by Buch, M.B. (1974, 1979, 1987 and 1991) and NCERT (2000) reveals a fact that no systematic attempt has been made to assess creative personality and achievement motivation among higher secondary students till date.

**4. Background of the Problem:** Adolescents by nature want to develop creative personality characteristics with those who are their equals in social, economic and educational life, in age, in academic achievement, etc. Among them, achievement motivation is mainly influenced psychological variable especially for school going adolescent's personality. Hence, in keeping in view the importance of this new, unexplored area of research, the present investigation has been undertaken. Identifying the nature of creative personality at this stage, achievement motivation will facilitate better learning. If the creative personality is good, there is good achievement and contentment. On the other hand if the creative personality is not good, it would lead to poor achievement and discontentment.

Moreover the present investigator working as post graduate teacher for the past eleven years. The investigator knows what type of behaviour of students highly related to their achievement motivation.

The investigator's personal experiences enabled him to understand the significance of creative personality and achievement motivation of the students and motivated him to think of the conduct of the present study.

**4.1 Statement of the Problem**

The problem is entitled, “A Study of Creative Personality and Achievement Motivation of the Higher Secondary Students”

**4.2 Operating Terms and Definitions**

The variables to be considered have to be defined clearly and unambiguously in operational terms. Hence, the key terms indicating the major variables of the study are defined operationally as under.

**Creative Personality:** The set of traits and characteristics that enable an individual to think imaginatively, generate original ideas, and approach problems in innovative ways.

**Achievement Motivation:** The inner drive or desire of an individual to accomplish goals, attain success, and excel in academic or other performance-related tasks.

**Higher Secondary Students:** The students studying 12th standard in higher secondary schools.

**4.3 Objectives of the Study**

1. To study creative personality status of the higher secondary students.
2. To assess achievement motivation of the higher secondary students.
3. To find out the relationship between creative personality and Achievement motivation of the higher secondary students.

**5. Hypotheses of the Study**

1. There will be significant difference in creative personality of the higher secondary students in terms of Gender, Native place, Locality of the school, Type of Management and Stream of study.
2. There will be significant difference in Achievement motivation of the higher secondary students in terms of Gender, Native place, Locality of the school, Type of Management and Stream of study.
3. There will be significant relationship between creative personality and achievement motivation among the higher secondary students.

**6. Delimitation of the Study**

1. The study has been confined to six higher secondary schools of Namakkal district. In the higher secondary schools, the study has involved only second year twelfth standard Mathematics, Biology and Arts group students.
2. The study has been confined to only six higher secondary schools, since the researcher found it difficult to cover all the higher secondary schools of Namakkal District for want of time, co-operation and resources.
3. The study has been confined to Government and Aided higher secondary schools only.
4. In the study only two study variables viz. creative personality and achievement motivation and fourteen biographical variables are considered.

**7. Tools used for Measurement**

The following standardized tools were used for the data collection in the study are

1. Personal Information Blank prepared by the investigator.
2. What kind of person you? Test constructed and standardized by Nisha, Badran and Gupta, Kiran (1970).
3. Achievement Motivation Test (AMT), used for the measurement of achievement motivation of the higher secondary students is the one developed by Gupta, P.L. (1993).

**7.1 Population and Sample**

For this current study, stratified random sampling was used to select the samples from the population. In Namakkal District, there are three schools from Govt. and Govt. Aided schools were selected and there are 300 students were selected from the selected schools for this study.

**7.2 Data Analysis:** The differential measures Student 't' test, F-test and correlational analysis were employed for data analysis for collected data.

**7.3 Hypothesis- 1:** There will be significant difference in creative personality of the higher secondary students in terms of Gender, Native place, Locality of the school, Type of school, Type of Management and Stream of study.

**Creative Personality and Gender**

Table 1: Significance of Difference in the Scores of Creative Personality by Gender

Groups	Mean	S.D	't' Value	Significance (0.01 level)
Boys (N=114)	25.5263	4.719	2.01	Significant
Girls (N=186)	24.3495	5.2393		

The obtained 't' value 2.01 is greater than the Table value 1.96 at 0.05 level. This clearly indicates that there is significant difference in Creative Personality between boys and girls.

**Creative Personality and Native Place:**

Table 2: Significance of Difference in the Scores of Creative Personality between Rural and Urban Higher Secondary Students

Groups	Mean	S.D	't' Value	Significance (0.01 level)
Rural (N=209)	24.5742	5.0541	1.15	Not Significant
Urban (N=91)	25.3077	5.1049		

The obtained 't' value 1.15 is less than the Table value 1.96 at 0.05 level. This clearly indicates that there is no significant difference in Creative Personality between Rural and Urban higher secondary students.

**Creative Personality and Location of the school:**

Table 3: Significance of Difference in the Mean Scores of Creative Personality between Rural and Urban Area Schools of Higher Secondary Students

Groups	Mean	S.D	't' Value	Significance (0.01 level)
Rural (N=153)	24.6797	4.9213	0.41	Not Significant
Urban (N=147)	24.9184	5.2388		

The obtained 't' value 0.41 is less than the Table value 1.96 at 0.05 level. This clearly indicates that there is no significant difference in Creative Personality between Rural and Urban area higher secondary students.

**Creative Personality and Type of Management:**

Table 4: Significance of Difference in the Mean Scores of Creative Personality between Government and Aided Higher Secondary School Students

Groups	Mean	S.D	't' Value	Significance (0.01 level)
Government School (N=200)	19.13	2.5741	0.07	Not Significant
Aided School (N=100)	19.1	4.0738		

The obtained 't' value 0.07 is less than the Table value 1.96 at 0.05 level. This clearly indicates that there is no significant difference in Creative Personality between Government and aided higher secondary students.

**Creative Personality and Stream of Study**

Table 5: Analysis of Variance of Creative Personality of Higher Secondary Students In Terms of Stream of Studying

Source of variation	SS	Df	MS	'F' Value	Significance 0.01 level
Between groups	68.54	3	22.85	0.89	Not Significant

Within groups	7624.06	296	25.76		
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The Table sources that 'F' value of Creative Personality as perceived by higher secondary students four groups of stream of studying is 0.89 with df 3 and 296. This is not significant at 0.05 level. This indicates that there is no significant difference between the mean scores of Creative Personality in terms of stream of education.

### 7.4 Hypothesis 2

#### Achievement Motivation and Gender

Table 6: Significance of Difference in the Mean Scores of Achievement Motivation between Boys and Girls

Groups	Mean	S.D	't' Value	Significance (0.01 level)
Boys(N=114)	18.9737	2.5675	0.68	Not Significant
Girls(N=186)	19.2097	3.4585		

The obtained 't' value 0.86 is less than the Table value 1.96 at 0.05 level. This clearly indicates that there is no significant difference in Achievement Motivation between boys and girls.

#### Achievement Motivation and Native place

Table 7: Significance of Difference in the Mean Scores of Achievement Motivation between Rural and Urban Higher Secondary Students

Groups	Mean	S.D	't' Value	Significance (0.01 level)
Rural (N=209)	18.7225	2.9137	3.15	Significant
Urban (N=91)	20.033	3.4752		

The obtained 't' value 3.15 is greater than the Table value 1.96 at 0.05 level. This clearly indicates that there is significant difference in Achievement Motivation between Rural and Urban higher secondary students.

#### Achievement Motivation and Location of the school:

Table 8: Significance of Difference in the Mean Scores of Achievement Motivation between Rural and Urban Area Schools of Higher Secondary Students

Groups	Mean	S.D	't' Value	Significance (0.01 level)
Rural(N=153)	18.7974	2.9477	1.81	Not Significant
Urban(N=147)	19.4558	3.3192		

The obtained 't' value 1.81 is less than the Table value 1.96 at 0.05 level. This clearly indicates that there is no significant difference in Achievement Motivation between Rural and Urban Area School higher secondary students.

#### Achievement Motivation and Type of Management:

Table 9: Significance of Difference in the Mean Scores of Achievement Motivation between Government and Aided Higher Secondary School Students

Groups	Mean	S.D	't' Value	Significance (0.01 level)
Government School(N=200)	24.74	4.4487	0.25	Not Significant
Aided School(N=100)	24.91	6.1564		

The obtained 't' value 0.25 is less than the Table value 1.96 at 0.05 level. This clearly indicates that there is no significant difference in Achievement Motivation between Government and aided higher secondary students.

#### Achievement Motivation and Stream of Study

Table 10: Analysis of Variance of Achievement Motivation of Higher Secondary Students In Terms of Stream of Studying

Source of variation	SS	Df	MS	'F' Value	Significance 0.01 level
Between groups	18.41	3	6.14	0.62	Not Significant
Within groups	2943.27	296	9.94		

The Table sources that 'F' value of Achievement Motivation as perceived by higher secondary students four groups of stream of studying is 0.62 with df 3 and 296. This is not significant at 0.05 level. This indicates that there is no significant difference between the mean scores of Achievement Motivation in terms of stream of education.

### 7.5 Hypothesis 3

There will be a significant relationship between creative personality and achievement motivation among the higher secondary students.

Table 11: Correlation Co-Efficient between Creative Personality and Achievement Motivation of Higher Secondary Students

Variables	N	Σx	Σy	Σx <sup>2</sup>	Σy <sup>2</sup>	Σxy	'r' Value
Creative Personality and Achievement Motivation	300	24.797	19.12	7692.594	2961.68	490.20292	0.1027

The obtained correlation co-efficient is 0.1027. This indicates that there is slight, almost negligible relationship between Creative Personality and Achievement motivation of higher secondary students. This 'r' value is 0.1027 is further test and found that it is positive and significant at 0.05 level since the 'r' value 0.1027 is greater than the Table value at 0.05 level.

### 8. Findings of the Study

The major conclusions emerged out of the present study are presented below:

1. There is significant difference in Creative Personality between boys and girls.
2. There is no significant difference in Creative Personality between Rural and Urban area students, Rural and Urban Area School students, Government and aided higher secondary students, Mathematics and Arts Stream Students
3. There is no significant difference in Achievement Motivation between boys and girls, Rural and Urban Area School Students, Government and aided students, Mathematics and Arts Stream Students
4. There is slight, almost negligible relationship between Creative Personality and Achievement motivation of higher secondary students.

### 8.1 Recommendations of the Study

#### Gender-Sensitive Creativity Programs:

Since a significant difference in Creative Personality was observed between boys and girls, it is recommended that educational institutions design and implement creativity development programs that address the unique characteristics and needs of each gender. Tailored activities and teaching methods can help nurture creativity more effectively among both boys and girls.

#### Inclusive Creativity Development Initiatives:

The study found no significant differences in Creative Personality among students from rural and urban areas, different school types (government and aided), and academic streams (Mathematics and Arts). Therefore, creativity enhancement strategies should be inclusive and uniformly applied across these groups, ensuring equal opportunities for all students to develop their creative potential.

#### **Universal Strategies for Achievement Motivation:**

As Achievement Motivation did not significantly differ across gender, location, school management, or academic streams, motivational interventions should be broadly implemented to benefit all students. Schools should adopt comprehensive motivational strategies that promote goal-setting, self-efficacy, and perseverance universally.

#### **Separate Focus on Creativity and Motivation:**

Given the negligible relationship between Creative Personality and Achievement Motivation, educational programs should approach the development of these traits independently. Separate, specialized interventions are necessary to effectively nurture creativity and achievement motivation among higher secondary students.

### **8.2 Suggestions For Further Research**

**Develop Gender-Specific Programs:** Educators and curriculum planners should consider designing creativity enhancement programs that cater specifically to the differing creative personalities of boys and girls to maximize their creative potential.

**Promote Equal Opportunities:** Since no significant differences were found in creativity and achievement motivation across rural-urban, school management, and academic stream lines, schools should ensure equal access to creative and motivational resources for all students, regardless of their background.

**Implement Universal Motivation Strategies:** Schools should adopt broad-based motivational strategies that address the needs of all students to foster achievement motivation effectively.

**Focus Separately on Creativity and Motivation:** Given the negligible correlation between Creative Personality and Achievement Motivation, educational interventions should treat these as separate constructs, providing focused support in each area.

**Encourage Further Research:** Future research should explore other factors influencing creativity and motivation, such as family environment, teaching methods, and peer influence, to develop more comprehensive educational strategies.

**Create Supportive Learning Environments:** Schools and educators should strive to foster environments that encourage both creative expression and achievement motivation through supportive teaching practices and extracurricular activities.

### **9 Conclusion**

The study reveals that there is a significant difference in Creative Personality between boys and girls, highlighting the need for gender-sensitive approaches in fostering creativity. However, no significant differences were found in Creative Personality among students from rural and urban areas, different school types, and academic streams, indicating that creativity development can be universally applied across these groups. Similarly, Achievement Motivation showed no significant variation across gender, location, school management, or academic streams, suggesting that motivational strategies should be inclusive and broadly targeted. Furthermore, the relationship between Creative Personality and Achievement Motivation was found to be slight and almost negligible, implying that these attributes function independently and require distinct educational interventions. Overall, the findings emphasize the importance of tailored and inclusive educational strategies to nurture creativity and motivation effectively among higher secondary students.

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