CHAPTER-I

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Education has always been accorded an honored place in Indian society. Education, writes Dr. F.W. Thomas, one of the most distinguished indologists, "is no exotic in India. There is no country where the love of learning had so early an origin or has exercised so pasting and powerful an influence." No doubt countries like China, Egypt and Babylonia rank with India as being the cradles of ancient civilizations, but no other country has left behind such enduring marks of heritage as India. "The cultural institutions of India have lived through the ages on account of the system of education which is acknowledged to be extra-ordinarily sound." India claims and has the right to take pride in an ancient and age long educational system.

Infusion of a spirit of piety and righteousness, formation of character, development of personality, and inculcation of civic and social virtues, promotion of social efficiency and preservation and spread of national culture may be described as the chief aims and ideals of ancient Indian education. Ancient Indian civilization is one of the most interesting and important civilizations of the world; if we want to understand it properly, we must study its system of education, which preserved, propagated and modified it during the course of more than four thousand years.

On August 15, 1947 India attained independence after a lot of sacrifice by the countrymen. A national government was formed at the center and the work of framing a republican democratic constitution started. The great leaders of the Indian freedom movement realized the fundamental role of education and throughout the nation's struggle for independence, stressed its unique significance for national development. The democratic development
implies the availability of equal opportunities to all people, irrespective of caste, creed, sex, and religion to develop the personality of the people of the country. It also implies access in knowledge and awareness of particular fields of arts, science and humanities along with values and tradition.

In the Indian context, the concept of national development goes far beyond economic growth; it is concerned equally with the development of a self-confident individual, with a strong commitment to democratic values, concerned with the creation of a nation united in all purposes. In a society which has chosen the democratic path of development, education has to be the main-stay of all national endeavors.

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Education has been a basis for the development of human society. Education develops attitudes, values and capabilities and provides strength and resilience to respond to changing situations. Education also enables people to cause and contribute to societal development. The development of human resources has been the main function of education and it is beyond doubt that the human resources play an important role in the development of a nation. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times.

Education plays an important role in the process of national development. In traditional societies, education generally produces a small class of gentlemen with leisure and culture who do not work with their hands while the masses of the people who produce the national wealth receive no formal education. In the industrialized societies, on the other hand, education is related to productivity so that the educated individuals make the significant contribution to production and the uneducated persons become the social liability. In such a situation, the development of education leads to
an increase in national wealth which, in its turn, provides the means for the
dields further development of education. Education and productivity thus
constitute a rising spiral. In India where the principal tasks are to increase the
standard of living of the people substantially and to spread education to the
masses of people the development of education thus becomes a program of
very high priority. If adequate measures are not taken for the spread of
education, the chasm of economic disabilities, regional imbalances, and
social justice will widen further.

Education is an instrument of social change. There is a direct link
between education, national development and securities and this link is valid
only if the state provides education of the right type and quality on an
adequate scale. The most important reform, therefore, is to transform the
educational system, to relate it closely to the life and needs of the people and
thereby to make it a powerful instrument of social, economic and cultural
transformation necessary for the realization of our national goals.

Education plays a significant role in promoting social and national
integration, which is crucial to the creation of a strong and united nation.
Education should earnestly strive to deepen national consciousness and to
inculcate a proper pride in our cultural heritage and a faith and confidence in
the great future, which we can forge for ourselves. The quality of life and
pace of development of any nation depend on the ideological climate, the
widespread perceptions of history, culture, tradition, and values; and the
feeling of confidence in human capability to overcome material, social and
spiritual problems of living.

Secondary education constitutes an important stage of education.
Secondary education should aim at self-expression, good human relations,
increases in social efficiency and civic responsibility. Secondary education
begins to expose students to the differentiated roles of science, the
humanities and social sciences. This is also an appropriate state to provide children opportunities to understand their constitutional duties and right as citizens.

**DEVELOPMENT OF SECONDARY EDUCATION:**

The British government started directing its attention in 1813 towards the system of education in India. In 1835, after a due consideration of Macaulay’s educational plan, schools were established in India to teach English literature, science and other subjects. Raja Ram Mohan Roy also agreed with this educational pattern. The British government decided later that in government service priority would be given to those who knew English, with the result that education become only a means of acquiring a job and that mentality is visible even today.

In 1854 Wood’s Dispatch led to the opening of a new chapter in the history of education. In the provinces, Directors of education were appointed and it was decided to implement the proposal for the opening of universities. Emphasis was laid on the study and teaching of English language. In the sphere of secondary education English was adopted as the medium of instruction. The mother tongue could not get due recognition, nor was any attention directed towards industrial and vocational education. At that time, the sole aim of education was to secure services in government offices.

In 1882, it was proposed to the Hunter Commission in regard to the prevailing system of education that vocational education should also be given a place. The Commission planned out two courses of study at the secondary stage, one literary and the other vocational. The recommendations of this Commission were, however, not strictly followed. In the nineteenth century the school based on private enterprise went on multiplying. Because no attention was paid to vocational education, the problem of unemployment
became all the more acute and even educated youths found it difficult to secure jobs.

The Calcutta University Commission of 1917, the Hartog Committee of 1929 and the Sapru Committee, five years later, all placed before the public the significance of vocational education. Similar views were expressed in Abbott-Wood Report in 1936-37, and even in the Sergeant Report published seven years later. That is to say, the entire educationist recommended the introduction of vocational education but they could not fully in force it. Consequently, secondary education remained defective and even today we cannot call it a good one.

We achieved independence after a very long foreign rule. In the days of this foreign rule the education system had a number of defects and soon after the achievement of independence our administrators directed their attention towards educational reforms. The Mudaliar Commission (1952-53) appointed by the government of India expressed its views on all the aspects of secondary education, its nature, its standard, the problems of teachers and teaching, courses of study etc. in order to raise the standard of education, this Commission recommended that secondary education should be given up to class XI and one year may be added to the degree courses at universities. Some Commissions and Committees were appointed at the provincial levels also. In Uttar Pradesh changes and reforms were made in the syllabus and the courses were divided into literary, scientific, constructive etc., group in accordance with the recommendations of the Acharya Narendra Deo Committee of 1952. The courses in various subjects were also changed a great deal and attention was directed towards vocational education. Still, all the problems of secondary education have not been completely solved, nor has any solution been found as yet for questions pertaining to the reforms and aims of education in our democratic set up. With the help of past
experiences and with the study of the educational systems of various countries, we should plan education in our land in such a way as to be made conducive to an all-round development of the individual.

Towards the end of Third Five Year Plan, a need was felt to have a comprehensive review of the educational system of the country with a view to initiating a fresh and more determined effort at educational reconstruction. Accordingly, the Kothari Commission (1964-66) was appointed to advise Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects. One of the most important recommendations of the Education Commission headed by Dr. Kothari was to have a uniform pattern in the country. This recommendation was discussed and debated at various educational forums and was made as the focus of the recommendations of the Resolution of National Policy on Education (1968). The Resolution stated, “It will be advantageous to have a broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher stage of 2 years being located in schools, colleges or both according to local conditions.”


The New Structure/Pattern was first introduced in Delhi in 1975 and in all secondary schools affiliated to the Central Board of Secondary Education. Now almost all the States and Union Territories have adopted the pattern. The National Policy on Education 1986 and as modified in 1992 has explained in Part III and emphasized regarding uniformity in pattern and structure of secondary education.
MEANING OF SECONDARY EDUCATION:

The education after the VIII Class and before the higher education is termed as secondary education. Secondary education is the education meant for those who have not yet proceeded to university. It is the education that is suited to the requirements of all pupils who have completed the primary education and have not qualified for admission to a certificate, diploma, or a degree course instituted by university or by government. As per the national system of education suggested in National Policy of Education, Secondary education should be of four years. In 10+2+3 pattern, the 9th, 10th, 11th, and 12th classes be called secondary education and termed as secondary and higher secondary classes. Higher secondary education should be taken as school education and should be outside of the preview of higher education.

TYPES OF SECONDARY SCHOOLS:

After the implementation of National Policy of Education (1986) a common pattern of 10+2+3 was evolved which is being implemented half-heartedly. From the point of view of control, schools are of following four types.

1. Government Schools: These are financed by the state governments and their number is increasing every year. They follow the syllabi of State School Board of Education and generally their final examination is conducted by them. With a different pattern but having the syllabus of government schools, pertaining to government of India are Kendriya Vidyalaya, Navodaya Vidyalaya etc.

2. Aided or Denominational Schools: These schools embrace nearly half of the school going population. They are managed by local bodies and for religious institutions. Besides, they get grant in aid, from their state governments, which have different pattern.
3. **Private Schools:** These are also a type of private school and are managed by private bodies. They do not get any grant-in-aid from the state or central governments. These are the self finance institutions.

4. **Public Schools:** They are unique. These schools have been established by industrialists, big businessmen, old Talukdars or persons belong to landed aristocracy. The public schools charge high fees both directly and indirectly. They cater to the educational need of children from rich and affluent classes. The oldest is Rajkumar College, Rajkot (1870). These schools are, with a few exceptions, generally residential. Such types of schools are Lawrance schools at Sanawar, Doon School Dehradun.

**STRUCTURE OR PATTERN OF SECONDARY EDUCATION:**

Present Position of the Structure of Secondary Education: The term secondary education has different meanings in India as well as in different countries. Even in the year 2000, no clear-cut concept of secondary education had emerged. The NCERT ‘National Curriculum Framework for school Education’ (2000) used the two terms: Secondary Stage (Class IX and X) and Higher Secondary Stage (Class XI and XII). The Central Board of Secondary Education, lists Secondary Stage (Class IX and X) and the Senior Secondary Stage (Class XI and XII).

The National Policy on Education 1986 and as modified in 1992 has explained in Part III, the structure of the National System of Education as, “The National System of Education envisages a common education structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School. Efforts will also be made to have the +2 stage accepted as per of school
education throughout the country.” In Part V, the NPE has used the term secondary education which indicates that it includes classes IX to XII.

SIGNIFICANCE OF SECONDARY EDUCATION TO OUR NEEDS:

Undoubtedly each stage of education has its own significance in the overall scheme of things but secondary education assumes great significance in view of the following specific factors:

Terminal Stage: As observed by the Secondary Education Commission 1952-53, “We have to bear in mind that secondary education is a complete unit in itself and not merely a preparatory stage; that at the end of this period, the student should be in a position, if he wishes, to enter on the responsibility of life and take up some useful vocation”. It helps individuals to become useful members of a complex modern society. Since our needs are to transform the Indian State into a democratic, secular and socialist one, the secondary education being a terminal stage must discharge this function effectively. It is of interest to note that just 5 to 6 per cent of the college age students, enter the portals of higher education. Thus a good quality of secondary education is very essential to meet the needs of the country.

Providing Teachers For Primary Schools: Secondary education provides teachers for the primary schools. Now the qualification for training in an elementary teacher training institute of school is the completion of the secondary schooling. Secondary education must fulfill this need adequately.

Mature Students For Higher Education: Secondary education leads to higher education. It is expected that students completing this stage should have the requisite maturity to pursue higher education.

According to the Secondary Education Commission, the secondary education is expected to enable the individual to meet the four-fold needs of
the country which are: (i) Democratic citizenship, (ii) Vocational efficiency, (iii) Personality development, and (iv) Leadership qualities.

The Education Commission though did not specify the specific role of secondary education in meeting the needs of the country, yet it detailed the overall needs of the country. Obviously the secondary education as an integral part of education must be geared to meet these needs. Thus secondary education should be (i) Related to productivity; (ii) Related to strengthening social and national integration; (iii) Related to consolidating democracy as a form of government and helping the country to adopt a way of life; (iv) Related to hastening the process of modernization; (v) Related to striving to build character by cultivating social, moral and spiritual values.

The National Policy on Education (1986) mentioned the following needs of the country which the secondary education should meet:

1. Secondary education should expose students to the differentiated roles of science, the humanities and social sciences.

2. It should provide children with a sense of history and national perspective.

3. It should give children opportunities to understand their constitutional duties and rights as citizens.

4. It should develop healthy work ethos.

5. It should develop the values of a humane and composite culture.

6. It should develop manpower for economic growth.

1.2. NEED AND SIGNIFICANCE OF THE STUDY:

Education is the only instrument by which a nation transforms itself from what it is into what it hopes to be. To sustain the quality and expansion of secondary education government has decide to take active participation
from community. Therefore government assigns the responsibility of secondary education to different local bodies and private management. At the secondary stage the schools are maintained by the Government, local bodies and private managements. The private educational institutions fall mainly into two categories; recognized aided institutions and recognized and self finance institutions. The bulk of the students in the secondary schools are in the second category i.e. recognized and self finance institutions.

There is always belief that Government schools are good schools and private schools are not good enough. It is true, that some of the private schools have made negative contribution to education, but some of the Government schools are not above this criticism, but at the same time we must acknowledge that private agencies have played an important role in the development of secondary education in India. The rapid progress of secondary education in India is due to the selfless service rendered by these private agencies and what is at the bottom is the joy of freedom of creation which every human being cherishes the most.

In spite of all these facts, some people opine that government should take over all the private schools. Hence it is necessary to establish by research study how far the government schools differ from private schools in quality education in spite by all these considerations the investigators choose to take up the present problem.

All students of government schools all though they have opportunities to develop their talents but the result of matriculation differs from private school students.

It is said that academic performance of the students is by and large depends on their achievement motivation and the same time achievement motivation depends on school environment, conducive learning environment
provokes learning motivation and achievement motivation results in higher academic performance.

From a layman point of view there is no much difference in the achievement level of the boys and girls. But it is striking to mention here that in the final board examination declared by various state boards or CBSE or ICSE reveal that quite a good number of girls are in the top ten lists. So far as the best scholars of secondary schools are concerned boys lag behind the girls. This phenomenon inspires the present researcher to concentrate upon possible factors that are responsible for such differences in achievement level among boys and girls.

The main aim of education is to provide equal opportunities for the development of potentialities of individuals to contribute for the development of the nation. But having so many individual differences among the students of a normal classroom, it is very difficult to attain the particular aim of education.

1.3. **STATEMENT OF THE PROBLEM:**

“A comparative study of government, aided and private school students on creativity, achievement motivation and academic performance at secondary level.”

1.4. **OPERATIONAL DEFINITION:**

1. **CREATIVITY:**

A Process of becoming sensitive to problems, deficiencies, gapes in knowledge, missing elements, disharmonies, and so on, identifying the difficulty, searching for solutions, making guesses or formulating hypotheses and possibly modifying and retesting them, and finally communicating the results. (Torrance, 1966)

**VERBAL FLUENCY**
This score is an indication of an individual's ability to produce a large number of ideas with words.

**VERBAL FLEXIBILITY**

This score is an indication of an individual's ability to produce a variety of ideas with words.

**VERBAL ORIGINALITY**

This score is an indication of an individual's ability to produce unusual ideas with words.

**FIGURAL FLUENCY**

A score reflects the test taker's ability to generate a large number of ideas figurally.

**FIGURAL FLEXIBILITY**

A score that represents the test takers ability to produce a variety of ideas figurally which may be classified into qualitatively different categories, to sift from one approach to another or employ different strategies.

**FIGURAL ORIGINALITY**

This score which indicate the test takers ability to produce ideas, represented figurally which differ from the normatively dominant responses to the rest stimuli, and novel response displaying imagination and divergence from the common place.

**II. ACHIEVEMENT-MOTIVATION:**

Motivation is that force which in cites an individual to act, determine the individual direction of activity and his role of activity. The motivated individual experience tension there is state of disequilibrium and has become restless. It stimulates the individuals towards a certain direction.
Achievement motivation has been defined in a variety of ways by different psychologists; some of them are given her.

*James (1992)* referred to it as pugnacity and as ambitions impulses.

*Mc Clelland* and other (1953) state, “achievement motivation is characterized by a concern of excellence expressed in a tendency to complete with a standard of excellence.”

**III. ACADEMIC PERFORMANCE:**

Academic performance means knowledge attained and skill developed in the school subject usually designated by test scores or by marks assigned by teachers or by both. Therefore, the achievement is what students demonstrate after going through prescribed courses of study in a particular system. There are various procedures for measuring achievement like classroom tests, essay type tests and objective type tests. It was however not possible for the investigator to prepare a objective type test and standardized it in all the subjects when subjects varied for each student, hence, it was decided to follow the usual practice of taking into consideration the total score in different subjects in the final board examination, taking this final examination as the standard basis of academic performance.

**IV. GOVERNMENT SCHOOL:**

In the case of government schools the government has to carry out the administration and frame policies. It includes central schools; secondary school managed by state government.

**V. AIDED SCHOOL:**

These are the schools run by some registered bodies or religious trusts but get financial aid and grant from the state government in accordance with the rules and regulation prepared by the state governments. Usually the government grant meets most of the expenditure on teachers’ salaries etc.
VI. PRIVATE SCHOOL:

These are the schools managed by private agencies. They do not get grant from the government and are self finance in nature. For the institution managed by local bodies government frames rules and regulations, for the recognition of schools, administration of schools and prescribe textbooks, curriculum and standard of H.S.C. Examination are determine by the board of secondary education.

1.5. OBJECTIVES OF THE STUDY:

The present study aims to compare the government, aided and private school students on creativity, achievement motivation and academic performance at secondary level. The specific objectives of the study are:

1. To compare the creativity of government, aided and private school students at secondary level.

2. To compare the achievement motivation of government, aided and private school students at secondary level.

3. To compare the academic performance of government, aided and private school students at secondary level.

4. To compare the creativity among girl students of government, aided and private school at secondary level.

5. To compare the achievement motivation among girl students of government, aided and private school at secondary level.

6. To compare the academic performance among girl students of government, aided and private school at secondary level.

7. To compare the creativity among boy students of government, aided and private school at secondary level.
8. To compare the achievement motivation among boy students of government, aided and private school at secondary level.

9. To compare the academic performance among boy students of government, aided and private school at secondary level.

10. To compare the creativity between boy and girl students of government, aided and private school at secondary level.

11. To compare the achievement motivation between boy and girl students of government, aided and private school at secondary level.

12. To compare the academic performance between boy and girl students of government, aided and private school at secondary level.

1.6. HYPOTHESES OF THE STUDY:

To achieve the above objectives, the following hypotheses will be formulated.

1. There is no significant difference in creativity of government, aided and private school students at secondary level.

2. There is no significant difference in achievement motivation of government, aided and private school students at secondary level.

3. There is no significant difference in academic performance of government, aided and private school students at secondary level.

4. There is no significant difference among girl students of government, aided and private school at secondary level in relation to their creativity.
5. There is no significant difference among girl students of government, aided and private school at secondary level in relation to their achievement motivation.

6. There is no significant difference among girl students of government, aided and private school at secondary level in relation to their academic performance.

7. There is no significant difference among boy students of government, aided and private school at secondary level in relation to their creativity.

8. There is no significant difference among boy students of government, aided and private school at secondary level in relation to their achievement motivation.

9. There is no significant difference among boy students of government, aided and private school at secondary level in relation to their academic performance.

10. There is no significant difference between boy and girl students of government, aided and private school at secondary level in relation to their creativity.

11. There is no significant difference between boy and girl students of government, aided and private school at secondary level in relation to their achievement motivation.

12. There is no significant difference between boy and girl students of government, aided and private school at secondary level in relation to their academic performance.
1.7. DELIMITATION OF THE STUDY:

Every study is not complete in itself and it is bound to have limitations due to the limited resources of the investigator, hence, they are termed as delimitations of the study. Following are the delimitations of the present study;

1. The study will be restricted to government, aided and private schools of Meerut and Ghaziabad district at secondary level;
2. The study will be delimited to the students of class X of Meerut and Ghaziabad district.
3. The sample of the study will be confined to 300 students.
4. The study is delimited to three psychological factors like academic performance, achievement motivation and creativity of secondary level students.
5. The study is delimited to the use of achievement motivation inventory developed by Dr. D.Gopal Rao and creativity scale developed by Torrance.
6. The study is delimited to the academic performance taken on the basis of class X Board examination marks.
7. The study is delimited to these statistical techniques- mean value, standard deviation (S.D.), ‘t’ tests and analysis of variance (ANOVA).

1.8 CONCEPTS OF TERMS USED:

(A) CREATIVITY:

Creativity is as old at the Human history. It is the creativity on the part of man that distinguishes human being form other animals. It is a potentiality which influences human activity in almost all the spheres of life and
expresses one’s inner self. The history of human progress and development in the variety of directions is the history of human creativity itself. Most of the changes and development in our society in the various fields are the result of creative thinking ability. Creativity may be regarded as the highest faculty of man, the greatest talent of human being, which is basic to all his achievements.

Creativity has become a chief psychological motive of the twentieth century. It is now rightly considered to be the very life fluid of civilization because creative talents can change the course of history by reshaping man’s world. A society for its balanced progress, to a large extent, depends upon a handful of individuals who can offer intelligent solutions to the complex problems. The proper utilization of the creative talent is a matter of life and death for any society.

In this context of present day race for superiority among the great nations of the world, the importance of creativity has been well recognized in the progressive countries. In the recent years, science and technology have make efforts to develop the rarest of resource, the human resource. If the society fails to recognize the importance of developing creativity, or does not give adequate opportunity to make the human talents productive, such abilities and capacities will remain unutilized and go waste. Therefore, that talents or creativity should no longer be left to theh chance occurrences and no nation can afford prodigal wastage of creative ability in the present competitive age.

It is said that the home is the mother of creativity in children. It is hardly an overemphasis. In fact the home is the breeding ground of creativity is the most ideal and convenient atmosphere. It is a fountain of creative incubation where the child is free and fair to itself. The values associated with creativity are acquired in the home environment.
Meaning

Creativity is a mysterious process, probably innate and unevenly distributed among the population. Creativity is a subject that is complex, multifaceted and dynamic. The creative act and the process of creative thinking have been conceptualized from different angles.

All the definitions of creativity can be placed into three categories on the basis of the emphasis, namely:

1. The product
2. The process
3. The experience

According to Rogers (1959), “Creativity is the emergence in action of a novel rational product, growing out of the uniqueness of the individual.” Amabile (1987) offered one of the simplest and most straightforward definitions: “A product or response is creative if it is a novel and appropriate solution to an open-ended task.” This definition meets the criteria of novelty, correctness or value or heuristic quality.

According to Israile N., “Creativity is the capacity of constructing and manipulating any new object.”

According to J. E. Drevahal, “Creativity is that human ability by which he presents any novel work or ideas.”

According to Dehaan and Havinghurst, (1961) “Creativity is the quality which leads to the production of something new to the individual who creates it.”

While Vernon (1989), suggested creativity as person’s capacity to produce new or original ideas, insights, restructuring, inventions, or artistic object, which are accepted by experts as being of scientific, aesthetic, social or technological value.
In the second category of the definitions, creativity is understood as an underlying process which is divergent yet fruitful.

Torrance visualize it as “the process of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements, disharmonies, and so forth, identifying the difficulty, searching for solutions, making guesses or formulating hypotheses and finally communicating the results.” Guilford (1959), also emphasized divergent thinking as the essence of creativity, identified generalized sensitivity to problems fluency, flexibility, originality, and elaboration as important components.

According to Thurston, (1955) “An act is creative if the thinker reaches the solution in a sudden closure which necessarily implies some novelty to him.”

According to Stein, “A process is creative when it results in a novel work that is accepted as tenable, useful of satisfying by a group at a point of time.”

In the third category of the definitions creativity is defined in the terms of subjective experience which is inspired and eminent. Maslow (1954) emphasized on the importance of the flash of insight the transcendent sensation itself, without reference to whether it will ever result in anything tangible. In this definition the important point is not ‘inspired product’ but the ‘inspired moment.’

The various definitions of creativity shows that the phenomenon of creativity is so complex and multi-dimensional that each thinker considers its different dimensions and even the psychologists do not agree among themselves for a common consensus of defining creativity. In the light of the various definitions, it may be concluded that most of the definitions define creativity either in the terms of process or product. Process always leads to a product and product is always a consequence of a process.
Nature of Creativity:

The following are the nature of creativity:

(a) *Creativity is universal:* Creativity is not confined to any individual, groups of individuals, caste, colour, sex or creed. It has no boundary of age, location or culture. It is applicable to all stages of education and universal in nature.

(b) *Creativity abilities are natural:* It is not surrounded and developed with artificial and forceful situation. It can be nourished and nurtured by training and proper education. It is both innate and acquired.

(c) *Creative expressions are new or novel:* All individuals are creative in diverse ways and in different degrees. It is not restricted to a chosen few. It brings newness or novelty in the system or something new into being. The emphasis is on the newness and lack of previous existence of the idea or product.

(d) *Creative expressions are wider in scope:* It has no limit or boundaries. It is kinds of adventure is and open thinking. It covers multifarious human accomplishments and all fields of human life.

(e) *Creative expressions carries ego involvement:* No one other than the Creator can experience the warmth, happiness and satisfaction which he receives through his creation. The creator takes pride in his creation and hence makes ego involved statements like e "it is my idea and I have solved this problem, etc.

(t) Creative abilities are not completely spontaneous rather it requires constant understanding, discipline, hardwork and patience to produce something new and unique. It is a kind of adventurous thinking and a departure from the closed thinking.
(g) Creativity is the ability to go beyond the immediate solution, redefine the problem or some part of it and unusual ideas and new approach to the problem. It involves many abilities like fluency, flexibility, originality and elaboration.

**Characteristics of a Creative Person:**

According to Tylor, the characteristics of a Creative Person are the following:

(a) Strong memory powers and full of new ideas about things;
(b) Tendency to evaluate the ideas and actions of self and others;
(c) Flexible and open minded;
(d) All the four qualities like originality, fluency, flexibility and power of elaboration;
(e) Sensitivity to problems, openness to new ideas and experiences;
(f) Curiosity and having intellectual persistence;
(g) Tendency to seek challenges and manipulative ideas;
(h) Preferring complex ideas and tolerance for ambiguity;
(i) Commitment to work and inclination to take risk;
(j) Resourceful, adventurous and extrovert; and
(k) More perseverance and less traditional-bound

Torrance indicated that a creative person is a (i) divergent thinker; (ii) forming ideas or hypothesis-concerning problem; (iii) testing these hypothesis and communicating the results; (iv) capable of modifying and retesting the hypothesis; (v) original, useful and socially accepted abilities and (vi) development of novel approach to solve problems.

The researchers in their findings concluded the following behavioural
characteristics of a creative person:

1. Flexible and open minded
2. Suggest better ways of doing a job
3. Originality of ideas and expression
4. Ability to use material, words or ideas in new ways
5. Bold and emotionally sensitive, resourceful, radical or a sense of adventure and curious nature
6. A high degree of awareness, enthusiasm and concentration
7. Self-discipline and capacity to integrate things
8. Respect for the opinions of others
9. Humorous, playful, dominant and self-assertive
10. Lack of rigidity, high values, intolerant for injustice, enjoy strange ideas, rich imagination and expressive
11. Need for autonomy and have high aspirations
12. Sense of self-confidence and reserve
13. Venturesome and pursuit of self-chosen interests

STEPS OR STAGES OF CREATIVE THINKING PROCESS

Unlike many psychometrics and educators; those who theorize about the thoughts and emotions involved in creativity are generally not bound by the creativity-equals-divergent-thinking assumption. Instead, they look at broader aspects of human functioning. Wallas (1926) described the process as consisting of four stages, i.e., preparation, incubation. Inspiration or Illumination and verification or revision,

(a) Preparation

It is the first step in which a problem is investigated in every possible way. It
means the conscious work on the problem is initiated and continued till the
problem solver familiar with the various features of the problem. Here the
problem is analysed and the stage or plan of action is set for its solution. The
facts and materials relevant to the problems are collected or gathered for
solving the problem in hand. But sometime it so happens that without solving
the problem the thinkers keep aside the problem for the time being and do
some other activities.

(b) Incubation

In the second stage no conscious thought is given to the problem but
the ideas and materials collected in the period of preparation are somehow
stored below the conscious level of the psyche. This is the stage of no work
or rest period. But somehow the mind continues to search or experience clue
to the solution of the problem.

(c) Illumination

During this stage the “Aha” feeling is suddenly experienced, often
unexpectedly. This means a sudden appearance of the solution of his
problem comes to the mind.

(d) Verification

The final stage is verification, when the new idea is evaluated on the
basis of its Creator’s own standards which may be sharply different from the
public and criticism starts. Here the idea which appeared through insight
may be considered as the correct answer. In case it does not work out, fresh
attempts are made to solve the problem.

DIMENSIONS OF CREATIVITY

According to Guilford there are four creative thinking abilities: fluency,
flexibility, originality and elaboration. The intellectual operation for these
abilities is divergent, and it can apply to all content areas. Generally
creativity test (verbal or non-verbal) measure all the above dimensions of creativity. Let us now try to illustrate the above dimensions one by one:

(i) *Fluency*

Researches in the field of creativity have revealed that highly creative persons are thought to be more fluent in their thinking and able to generate alternative ideas in great variety and large quantity. Examples of this competency include writing large number of acceptable plot titles for untitled literary works and imagining many consequences of a change in the environment or in the conditions of life (e.g., suppose the world’s supply of oil would dry up; list as many consequences as you can imagine). This is called ideational fluency because it denotes skills in generating quantities of ideas in a language context. But associational fluency is the ability to produce many relationship or meaningful associations with a given idea. It is evident by the quantity of synonyms a person can attach to any familiar word that has many meanings or it characterises thinking by analogy. Similarly, expressional fluency refers to skills in juxtaposing words to meet sentence Structure requirements. It is the production of alternative organised thoughts. A sequence of words in a sentence represents a thought system.

(ii) *Flexibility*

The skill of being able to discontinue an existing pattern of thought and shift to new patterns or shifts from one set of assumption or approach to another is called flexibility. Spontaneous flexibility deals with changes in direction of thinking when a person is not instructed to do so. For example, in listing the various uses of a brick, the flexible individual tends to produce ideas relating not only to the weight of the object but also to its size, colour, shape, texture and so on. Adaptive flexibility deals with changes in direction of thinking to solve problems. In this case content is figural, such as geometric forms which the persons use to make as many objects as possible.
(c) Originality

The process of originality is on products that are unexpected and sometimes amusing. It is found out that divergent production is the generation of logical alternatives to fit the needs of given information and that logical alternatives depend upon the original ideas of the person concerned, Thus Creativity is the process of originality, uniqueness and even sometimes idiosyncratic ways of doing things or showing problems.

(d) Elaboration

Elaboration is seen in facility in giving details to round out a complex innovation, such as an organised plan or how much skilled, in planning and organization. For example, a person demonstrates the ability to fill in all of the various details necessary to make a briefly outlined project depends upon the elaboration.

Theory

There have been several attempts in theorizing the creative process from different angles, which added new dimensions to the understanding of creativity. The major approaches to the study of creativity have been discussed here.

For associations, thought is a chain of stimulus response connections. There is no fundamental difference between the higher and lower mental functions, between trial and error, logical or creative thought. In the view of Mednick (1976) the creative thinking process consists simply of the forming of associative elements into new combinations that are in some way useful, the more creative the process or solution.

For Gestalt theorists, in creative thinking, the unstable structure of the problem situation produces tensions, which the creator reduces through a solution that meets these conditions. It does justice to the facts, it fits the
personalized view of the creator, and it presents the simplest possible structure for the complex set of problematic conditions (Arnheim, 1966).

For factor analysts like Guilford (1950) creativity is understood as a divergent process which is the generation of new information minimally dependent on known information, and the acceptable response to a given problem may be every of emergent solutions characterized by fluency, flexibility, originality and elaboration.

For psychoanalytic theorists like (Freud 1961) the source of creativity is the unconscious primary process. When this are not repressed but are sublimated and becomes ego cyanotic, the conditions exist for acts of creation or “special perfection.” The psychic function of the creation for the creator is the discharge of pent up tension until a tolerable level of equilibrium is reached; Kris (1952) also sees it as a product of conflict, “a regression in service of ego.”

In humanistic framework creativity is being conceptualized as a fundamental characteristic as the creative, self-actualized individuals

1- Openness to inner experiences
2- Having an internal locus of evaluation
3- The ability to toy with elements and concepts
4- Experimental formation of new information.

They consider creativity as the core impelling force behind all kinds of self-expressive activities.

(B) ACHIEVEMENT MOTIVATION:

Achievement motivation is relatively a new concept in the world of motivation. It owes its birth to U.S.A., and is basically a product of a system that is based on capitalism. The word motive is derived from the Latin word ‘Movere’, meaning, “to move”. The basis of achievement motivation is
achievement motive that is a motive to achieve. Those who engage themselves in a task on account of achievement motive are said to work under the spirit of achievement motivation.

‘Achievement motive’ refers to the tendency to strive for success or the attainment of a desired end. Achievement motivation is the desire for or interest in success in general or in a specific field of activity. It is a need to excel in something. A motive is a desired goal that promotes behavior. Motivation factors direct and energize behavior. The drive is a motivational tension, or arousal that energizes behavior in order to fulfill a need. The need for achievement motivation is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence. Intrinsic motivation is motivation by which people participate in an activity for their own enjoyment, not for the reward it will get them. Extrinsic motivation is motivation by which people participate in an activity for a tangible reward. Achievement motivation is the disposition to strive for satisfaction derived from success in competition with some standard of excellence.

People with a high need for achievement seek out situations in which they can compete with some standard, and prove themselves successful. People high in achievement motivation are apt to choose tasks that are of intermediate difficulty. The outcome of high need for achievement is generally positive, at least in a success-oriented society such as our own.

Differences in achievement motivation depend on individual definitions of what constitute achievement, expectations of failure and fears of rejection. One must also consider ability, skill, energy, self-concept and the like. Motives, needs, drive, and instincts are all constructs, which are the eas devised to explain behavior that is otherwise puzzling. Incentives and experiences often alter cognition and emotions leading to motivation.
DEFINITIONS

There are many attempts made to define the concept ‘Achievement motivation’ by different authors at different times. Some of the significant definitions that give a clear picture of the term are cited below.

Atkinson (1966) define achievement motivation as the striving to increase one’s on capacity or activities in which a stand of excellence is to apply and where the execution of such activities can either succeed or fail.

According to Spencer (1983), Achievement motivation is thought to arise from needs to pursue excellence, reach lofty goals, or succeed in difficult tasks. It involves competing with others or against some internal or external standard.

For Mc Cleland. (1966) achievement motivation is an overall tendency to evaluate one’s performance against standards of excellence to strive for successful performance and to expedients on for successful performance. Achievement motivation contributes to the satisfaction of the adolescents. Achievement motivation is the superhighway to development.

Flaganan (1967) in his review of research on achievement motivation has pointed out that the basic motivating factors leading man to work long hours, under unsatisfactory conditions are closely related to the content of the job and are based on the feeling of accomplishment and growth with respect to value objectives.

THEORIES OF ACHIEVEMENT MOTIVATION

There are different theories, which try to theorize about Achievement motivation. Some of them are explained below.

McClelland (1961) and his associates developed theories or achievement motivation at the University of Harvard. For motivation two factors are
important, environmental and affective arousal in the individual. Theories of motivation are mainly classified into three major headings.

**CONTENT THEORIES**

Content theories draw our attention to the ‘what’ of motivation. Abraham Maslow (1961) are the exponents of the content theories. The content perspective stresses the understanding of the factors, leading individuals to the needs that are motivated to be fulfilled. This concept is presented in the following equation.


They usually behave in ways that will lead to the satisfaction of their needs.

**PROCESS THEORIES**

These theories stress on the ‘how’ of motivation or the how and what of the goal individuals are motivated by. The notion of expectancy is fundamental to the process theories of motivation, i.e. what a person is likely to get as a result of his or her behavior. An additional factor in motivation is the strength of an individual’s performance for the expected outcome.

**REINFORCEMENT THEORIES**

These theories are very much associated with Skinner and others (1957). It does not utilize the concept of motive or process of motivation. They deal with how the consequences of past actions influence future action.

McClelland (1961) considered that human motivation could be understood in terms of needs, but emphasized the importance of social needs, rather than physiological or basic activity. The two needs which he particularly identified in this aspect were the need for achievement (often referred to as the n-Achievement) and the need for affiliation. He proposed
that achievement motivation was the reason why some people seem to be very keen to do well, while others seem to be reluctant to make an effort, and they are successful or not. He also argued that different societies, as well as individuals, showed different levels of achievement motivation.

DRIVE THEORIES

In the early years of psychology the “why” of the behavior was accounted for by the concept of ‘instinct’. When we’re talking about human behavior, motivation becomes far more complex than just the performance of acts and actions. In the first half of the 20th-century, psychologists who were interested in motivation often used the idea of ‘instinct’, but addressed their efforts to trying to find out how instincts influenced behavior. In 1932, McDougall proposed that, each behavior represented a manifestation of some kind of underlying ‘drive’, which provided the air energy for the behavior to take place. So according to McDougall, the presence of a drive could be inferred from the behavior that was manifested.

The self-debasing drive causes an individual to regress to primordial states of behavior. The self-transcending drive by contrast propels an individual to lofty levels of achievements and self-actualization. It is this supremacy of the self-transcending drive over the self-debasing drive, which results in creativity. This has been described as the sublimation of the self-transcending emotions as transformed into creativity. The sublimation of these drives into scientific discoveries or artistic constructions is creativity. Jung (1966) also wrote about the creative drive suggesting that “the source of the creative product is “Id” the collective unconscious, and that the creative motivation, inherent within each of us, exists as an autonomous impulse”.

PRIMARY AND SECONDARY DRIVES
A number of attempts were made to classify different types of drives. Morgan (1943) drove a distinction between primary drives—those, which satisfied the basic need within the organism—and secondary drives, which were learned or social. He further subdivided the primary drives into two kinds: physiological drives, which are concerned with unavoidable physiological necessities, such as hunger, sleep, thirst and sex; and general drives, concerned with more wide-ranging or less specific goals like exploration, fear, manipulation and affection.

AROUSAL THEORY

The belief that we try to maintain certain levels of stimulation and activity, increasing or reducing them as necessary (Berlyne, 1967). This theory is consistent with the Yarkes-Dodsen Law. It is the principle that high levels of motivation increase efficiency in the performance of simple tasks, whereas a lower level of motivation permits greater efficiency in the performance of complex tasks. Arousal is a general level of activity or motivation in an organism optimal arousal is the level of arousal at which the person can function best.

DRIVE REDUCTION THEORY

According to this theory, activities are carried out in order to satisfy a need and them cease when the need is fulfilled. (Hull 1943) Drive reduction was what motivation energized learning and behavior. According to him, even more complex behavior could be traced back to a motivation of origin in terms of the satisfaction of a primary drive. It is the internal state of the organism, which determines whether it would learn or not.

INCENTIVE THEORY

According to this theory, the behavior is motivated by the extra stimuli of rewards and incentives. (Hoyenga & Hoyenga 1984). An incentive is an
object, person, or situation perceived as being capable of satisfying a need or desirable for its own sake. Strong needs combined with the enticing incentives create the most powerful drives. Incentive and needs can interact to influence the strength of drives.

**COGNITIVE THEORY**

One contemporary approach to motivation focuses on the role of thoughts, expectations, and understanding of the courses of people's behavior. Our expectations of what motivates others have an important impact on how we behave to them. In short, each of us tries to develop and act up on our own motivational theories in an effort to explain the reasons behind our own behavior and that of others.

**HUMANISTIC THEORY**

This theory emphasizes people's basic goodness, and their tendency to grow to higher levels of functioning. It is the conscious, self-motivated ability to change and improve along with people's unique creative impulses that make up the core of personality. (Carl Rogers 1971). He believed that human beings have two fundamental needs, and that the satisfaction of each of these needs is essential for psychological health. The first of these is the need for positive regards, which he said was a basic need and one, which could not be left unfulfilled without psychological harm to that person. Satisfaction of the second need, then need for self-actualization, is concerned with the human tendency for personal growth. He argued that to develop one, and to actualize one's abilities and talents, is a basic need in all human beings, and that psychological harm would result if this need were not expressed in some way.

In 1979 Rome Harre argued that, obtaining social respect from other is an important, and much under-researched human motivator. The need for
respect also, relates with another aspect of social motivation and social identification. This social belonging or identification to social groups and categories occurs in a real society, with real inequalities and values belonging to some groups, which carry more status than others. It is important for the group members to provide a person with a positive source of self-esteem, since seeking positive self-esteem is very much a fundamental motivation for human beings.

ORDERING MOTIVATIONAL NEEDS

Maslow’s (1968) hierarchy of needs: - Maslow’s model considers the way different motivational needs are ordered in a hierarchy, and it suggests that before more sophisticated, higher order needs can be met, certain primary needs must be satisfied. In order for a particular need to be activated, and to guide a person’s behavior, the more basic needs in the hierarchy must be met first. People are self actualized when they fulfill and realize their highest potential. In a sense reaching self-actualization is the highest level of motivational of fulfillment. In his latest writings, Maslow added an even higher level, which he called transcendence. Transcendence refers to the spiritual need to view oneself from the perspective of others, considering oneself in terms of the universe and the laws of nature.

Motivation energizes and directs goal-oriented behavior. Early theories of motivation utilized the concept of instinct as the explanation for much of human behavior. Later drive theories argued that physiological drive is the general force that motivates behavior. Hull’s (1943) theory of motivation posited behavior as a function of drive, habit, strength and incentives. Maslow’s humanistic approach supported a hierarchy of motives, which set a level of need being more basic than others in driving human action. Finally, opponent –process theory described motivations as a tension between opposing forces, such as pleasure and pain in driving behavior.
Most theories of motivation categorize different types of individual motives including, physiological, the learned effectance and combination motives. Physiological motives include hunger and thirst. Learned motives are acquired through classical and operant conditioning. Successful people may have a greater need to achieve than others may. Effectance motives prompt behaviors that make one competent and effective in one's environment. General activity, exploration, curiosity, and tactile manipulation have all been related to greater competence and efficacy. Combination motives are produced by a combination of physiological and learned or experiential influences.

Thus, the conceptual analysis of these major variables formulates a theoretical frame for the present study. The creativity of adolescents is different from the creativity of children due to their development in the cognitive domains. The creativity of children is instinctual but the creativity of adolescence is rational and works as the basis for their future life achievements, success and developments. If this creative potentiality is not properly utilized it will be converted into destructive activities and the adolescent will be a problem instead of being the future potential resource. These potential capacities of an adolescent start functioning only in a favorable atmosphere and reinforcing environment. The theoretical explications further clarify that the self-concept has a role in the process of making this potential creativity functional and fruitful. The achievement motivation of the adolescents also has a role in the achievement (success) and this motivation will work effectively to produce appropriate achievements only when the self-concept is good.

This analysis has revealed various definitions, perceptions, theories, arguments and formulations about the variables and their interrelationships. This analysis also highlights the fundamental propositions put forward by
eminent psychologists, sociologists and educationists. The conceptual analysis clearly exposes the significant sub factors associated with the major variables of the study, there by making the conceptual frame of the present study. This conceptual analysis also has helped in the selection of the significant studies, specifically conducted about the variables and sub-factors.

(C) ACADEMIC PERFORMANCE:

In educational institutions, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. As career competition grows ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike. Achievement is the end product of the instruction it is result of learning that is observed in the learner. It is the learned amount of knowledge, understanding and acquisition of skills. It is the task oriented behaviour that allows the individual performances to be evaluated according to some internally or externally impost criterion. It is the level of attainment or performance in academic work measured by standard test or teacher made test or both. In school system it means the quality and quantity of mastery of the curriculum by students.

The concept of academic performance has several referents. According to Dreeban (1968), “It usually denotes activity and mastery, making an impact on the environment rather than fatalistically accepting it and competing against some standard of excellence.”

According to the Dictionary of Education (Carter, 1959) academic achievement means, “The knowledge attained or skills developed in the
school subjects, usually designed by test scores or by marks assigned by teacher or both."

Dictionary of Psychology, Chaplin (1961), defines educational or academic performance as specified level of attainment or proficiency in academic work has evaluated by the teachers, by standardized test or by a combination of both.

Comrey (1969) says academic performance in schools consists of moving towards instructional objectives. Achievement of instructional objectives is the degree to which the pupil has moved towards the objectives of the school. These objectives are the goals in the direction of which the curriculum seeks to change pupils. Thus academic performance is accomplishment of proficiency of performance in a given skill or body of knowledge. Academic performance may be distinguished from ability. Academic performance is what one acquires whereas the ability is the innate capacity of mind. In present study academic performance is conceived in terms of marks obtained by students in annual board examination of class X.