

Creativity and Value Orientation: A Comparative Study on Value Orientation of Creative Writers

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ABSTRACT

The study was undertaken to study the Value Orientation of Creative Writers (Sahitya Akademi Awardees & Non-awardees) of Jammu & Kashmir. The sample of the study comprised of 40 Creative writers as Awardees and 40 Creative Writers as Non-awardees. Value Orientation Scale (1960) by Allport et al Indian adaption N.Y Reddy (1980) was used for the collection of Data and 't' test was employed for the analysis of data. The investigator found a significant difference between the two groups on factors Aesthetic Value and Economic Value. However, no significant difference was found on factors Theoretical, Social, Political and Religious of Value orientation between the two groups of Creative Writers.

1. Introduction

Man has been involved in the process of creative imagination since time immemorial. The world, in which he has been living, has always made demands for something new-ideas, processes or products. Guilford (1965) observes that creativity like love is a many splendid thing. Whether it is considered from the viewpoint of its effect on society, or as one of the expressions of the human spirit, creativity stands out as an activity to be studied, cherished and cultivated (Ariety, 1976). Toynbee (1964) has rightly remarked, "A few creative minds can make enormous differences to civilization". Creative people do exhibit their creative potential in a number of ways. Creative artists' scientists, musicians, painters, and writers etc., do express their inner voice in their own unique stylistic modes. There has always been a scope for conducting studies to understand their personality peculiarities which work as a driving or a magnetic force for their creative expressions.

Research has been conducted on creativity in relation to certain personality factors like, intelligence, self-concept, achievement motivation, locus of control, frustration, aspiration level, need achievement and many other factors. Although Empirical research was conducted for decades to seek the relationship between intelligence and creativity, yet there is no consensus on how these constructs are related. Threshold hypothesis has been one of the most prominent notions concerning the interplay between creativity and intelligence, which assumes that above average intelligence represents a necessary condition for high level creativity. Although earlier research mostly supported the threshold hypothesis, it has come under criticism in recent investigations. Studies have put forth that highly creative people are highly intelligent but highly intelligent people are not always creative. Significant relationship between creativity and verbal intelligence, between creativity and non-verbal intelligence was found in the study of Samangala (19860). Trimurthy (19870) found in his investigation found that students with high IQ were more creative than students with low IQ in verbal creativity thinking ability. Patel (1990), in his study revealed that there was

positive but low correlation between creativity and two groups of intellectuals. Jaswal and Jerath (1991) found that for pupils in the high intelligent group, there was no significant correlation between intelligence and creativity. For pupils in the low intelligence group, intelligence was related to verbal and total creativity but not to figural creativity. Findings put forth by Raj (1994) concluded that there was positive correlation among the variables, viz: fluency, flexibility, originality and verbal and non-verbal intelligence. George 2000, who conducted a study on correlates of mathematical creativity, found that (i) there was positive and significant relationship between verbal mathematical creativity and verbal intelligence (ii) there was positive and significant relationship between non-verbal mathematical creativity and non-verbal intelligence. Dew (1984) in his study, found a positive and statistically significant correlation between the creativity and intelligence of national rural talent scholarship awardees. The study conducted by Roy (1990) revealed that creative reading ability and self concept correlated significantly. Kumar (1974) undertook a study on creativity in relation to achievement motivation and the findings showed that the high creative school going adolescents possessed a highly significant degree of achievement motivation than the low creative individuals. Archer's (1990) study revealed that there was significant relationship between Achievement motivation and creativity. High Creative scored significantly higher than the low creative on achievement motivation in the study of Sharma (1985). Quarisy and Turkey 2011, in their study highlighted that high creative male and female adolescents scored low on self concept and achievement motivation than the low creative male and female students. Sing (2004) studied scientific creative thinking in relation to achievement motivation and found a positive relationship between the two variables. According to the study of Crony 2003, achievement motivation is working as a motivational factor for the effective functioning of creativity. Many researchers have attempted to establish relationship between locus of control and creativity. Few researchers have recorded 'internal locus of control' to be related with high creativity (Montea & Sew (2002); Ambile et al. (1990) while few