



## Study on creativity and intelligence of the adolescent students of Aligarh district of U.P. (India)

Mridula Gautam

Department of Home Science, Govt. Model Degree College, Kursanda Sadabad, Hathras, Uttar Pradesh, India

### Abstract

Present manuscript mainly paper explains about the creativity and intelligence of adolescents student of Aligarh district. It explains about the most adolescents eventually complete the passage. Adolescence is the period of life bounded by puberty and assumption of adult responsibilities. It is heralded by puberty, which begins with the appearance of secondary sex characteristics and ends with psychological markers, such as assumption of adult responsibilities of Aligarh district of U.P. (India).

**Keywords:** intelligence, creativity, adolescents, education, Aligarh

### Introduction

Intelligence has been defined in many different ways such as in terms of one's capacity for logic, abstract thought, understanding, self-awareness, communication, learning, emotional knowledge, memory, planning, creativity and problem solving. Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment. The broad interest in studying intelligence and creativity can be explained by the need to understand human potential and well-being [1]. Both constructs were initially considered negative aspects of the individual. With creativity, this characteristic has been seen as associated with certain psychopathological characteristics.

Adolescence is a period of growth beginning with puberty and ending at the beginning of adulthood. It is a transition stage between childhood and adulthood. The period has been likened to a bridge between childhood and adulthood over which individuals most pass before they can take their places as grown adults. The transition from childhood to adulthood is complicated. The amount of time one takes to pass through this stage is variable, but most adolescents eventually complete the passage. Adolescence is the period of life bounded by puberty and assumption of adult responsibilities. It is heralded by puberty, which begins with the appearance of secondary sex characteristics and ends with psychological markers, such as assumption of adult responsibilities.

The psychologically, adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feel that he/ she is below the levels of his/ her elders but the equal, at least in rights. The integration into adult society has many affective aspects, more or less linked with puberty. It also includes very profound intellectual changes. The intellectual transformations, typical of the adolescence thinking, enable him to achieve his integration into the social relationships of adults, which are, in fact the most generally characteristics of this period of development. In the early years of adolescence become more peer oriented and less parent oriented as they get older and conformity to the group is still important to boys and girls. Gradually, they begin to crave for identity and are no longer satisfied to be like their peers

in every respect, as they were earlier. Creativity is phenomenon whereby something new and valuable is created such an idea, a joke, an artistic or literary work, a painting, or musical composition a solution an invention etc. It is the act of turning new and imaginative ideas into reality. Theories of creativity, why some people are more creative than others have focused on a variety of aspects. The dominant factors are usually identified as the four Ps - process, product, person and place.

To creative is to pull existing knowledge into a new situation and quickly sort through potential outcomes. The course, existing knowledge is something that anyone above a certain threshold on the IQ scale can a mass [2]. So intelligence matters, it demonstrates your ability to gather knowledge and it effectively use it. Creativity is the ability to go beyond the intelligence frame and capitalize. Recently the psychological and social problems in school adolescents of Aligarh district [3], nutritional minerals supplements multivitamins and energy drinks consumed by school adolescents students and their effects on BMI in urban area of Aligarh [4], nutritional minerals multivitamins and fibers used in the adolescents diet [5] and investigation of nutritional status of adolescents girls in the rural areas of Aligarh district [6] have already been studied.

### Materials and Methods

The data of empirical studies of adolescents students of Aligarh district of Uttar Pradesh (India) have suggested the existence of at least some relationship between creativity and intelligence, After conducting a meta-analysis of 21 studies containing 447 correlation coefficients and more than 45 thousand participants, identified a relationship that the author considered small ( $r = .17$ ) but that was positive between the two constructs. Three main models can be identified in the literature. The first explanation states that creativity and intelligence are highly related, thus assuming that people who can conceptualize and explore abstractions can also generate new ideas and exploit them.

As such, most studies have identified creativity [7] as a characteristic that is present in all individuals, varying only by level. Similarly, intelligence has proved to be one of the attributes that is most valued today, with relevance not only

for school systems in general but also for everyday behaviors and social and professional interactions<sup>[8]</sup>.

It is considered that human motivation could be understood in terms of needs, but emphasized the importance of social needs, rather than psychological or basic activity. The needs which he particularly identified in this aspect were the need for achievement and the need for affiliation. It is 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 do not mind whether they are successful or not.

The effect of self-concept, achievement motivation and academic achievement was obtained that self-concept had significant effect on achievement motivation and achievement of adolescent students. They found that academic achievement had significant effect on self-concept, the family background and the school background had significant effect on self-concept.

The adolescence is the most creative period in life. During these years they develop their rational, formal, deliberate thinking patterns and hence the instinctual creative talents of the childhood turn to be the rational, purposeful, potential creativity. Hence the findings that, the adolescents are potentially high creative than low creative further consolidate.

### Results and Discussion

It may be concluded that there are more potentially high creative adolescents than the potentially low creative adolescents but with regard to the self-concept and achievement motivation the low scorers are more than the high scorers. This situation is highly alarming because it gives an indication that the self-concept and achievement motivation of the adolescents are poor and that will cause a lot of problems and also will cause the wastage of this immense potential resource of the future. Also the results indicated that the level of correlation between the physical self, social self, temperament self, educational self, moral self-intellectual self and total self-concept, of all the sub-samples with their creativity are not significant correlations between these variables.

There are research findings of different scholars from different populations which say that there is no significant relationship between creativity and self-concept. In all those studies, the major argument is that creativity is a cognitive faculty like intelligence and not significantly related with the self-concept. These results say that a change in the level of potential creativity does not make a similar variation with regard to the self-concept on the creativity and intelligence of adolescent students of Aligarh district of Uttar Pradesh (India).

### References

1. Kaufman J, Beghetto R. Review of General Psychology,2009;13:01-12.
2. Agarwal, Nidhi, Sharma Madhu. Asian Journal of Psychology & Education,2009;69(5):02-06.
3. Gautam Mridula. International Journal of Home Science,2019;5(2):105-107.
4. Gautam Mridula. International Journal of Educational Research and Development,2021;3(4):10-13.
5. Gautam Mridula. International of Advanced Research and Development,2021;6(6):09-12.

6. Gautam Mridula. International Journal of Physical and Social Science,2022;12(03):22-29.
7. Charyton C, Hutchinson S, Snow L, Rahman MA. Elliot. Journal of Creativity in Mental Health,2009;4(1):57-66.
8. Beghetto RA, Kaufman JC. Psychology of Aesthetics, Creativity and the Arts,2007;1(2):73-79.