Impact of school environment motivation or creativity of the senior secondary school students: A Review

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Abstract

School environment greatly affect the motivation of students in getting knowledge, the article of school environment has a very important role for students in the process and development of learning. So that related to the condition of the school must be considered well by all parties, such as learning facilities and infrastructure, interaction relationships between students and other students, teachers and students, the discipline run in one school and various other school environment conditions that influence on student learning . Because without adequate facilities and infrastructure for students in learning, it will make students decreased their motivation in learning. Similarly, the interaction is built in one school, although the social interaction occurs among students.

Keywords: School Environment, Environment Conditions, Learning, Development, Infrastructure etc.

Introduction

There is an interaction between individual person's behavior and his/her environment according to his/her genetic characteristics. This interaction is one's personality trait which distinguishes one from his/her peers. Similarly, creativity originally stems from genetic factors, but it cannot be successfully achieved and developed save via the creation of the suitable environment socially, educationally and psychologically which will help develop individual creativity positively to serve one's environment and society.

Creativity is a psychological construct which is partly of genetics that determines the growth and partly of environment which opens the human capability and allows it to flourish, therefore, there is a room for the school environment to improve and increase. Individual's environment plays a

significant role in the development of one's creativity particularly if the environment is active. Similarly, school is considered as one of the most important environmental factors which helps develop creativity comprehensively and holistically. The school climate has the opportunity to develop creativity in learners due to the fact that, it is being supported socially, physically and cognitively which can positively distinguish creative personality. School is one of the institutions for students' creativity development. School only needs an extra effort that will enable it to build a conscious and creative generation that will keep pace with the rapid change and recent development in this era of globalization, economic transformation and information communication technology age as new discoveries emerge everyday, hence, the role of school is needed in guiding students toward creativity to take advantage f modern development. Research has shown that creativity leads to intellectual development and brain growth, when creativity is nurtured well by concerned institutions. School and other social institutions play an active and influential role in developing students' creativity through their available resources and their specific planned goals. A creative school environment is one that exposes learners psychologically and socially to facilitate creativity in which learners are motivated to discover things by themselves, it promotes all necessary ways to creativity to help students develop the creative personality traits.

Educational methods and creativity

The French traditional educational system is based on norms and rules that allow the class to remain as calm and structured as possible. Therefore, autonomy and risk taking are not emphasized, and pupils often remain passive. Memorization and theory applications are more practiced than integration or active thinking. Generally, teachers give exercises, which support the development of convergent thinking. There is usually one single right answer to the problem presented, leaving little room for divergent thinking. Moreover, creative thinking is rarely solicited except in arts classes. In addition, students are often in competition with one another. Therefore they cannot develop perseverance and intrinsic motivation, which are two important components of creative performances.

Alternative educational practices based on Freinet, Montessori or Waldorf pedagogical methods appear to be characterized by:

(1) Autonomy development,

(2) Active participation in knowledge and skills acquisition and integration (not only memorization),

(3) Development of intrinsic motivation through activity choices (students may choose specific projects they wish to work on), and reduced competition.

Autonomy-supportive and competence focused educational methods meet students' fundamental psychological needs – feelings of autonomy, competence and relatedness – thereby increasing intrinsic motivation and well-being. Through these pedagogical methods, both convergent and divergent thinking may be used, and learning is aimed at developing autonomy through the acquisition of skills and the development of psychosocial competencies rather than being mainly aimed at acquisition of knowledge. Creative thinking is also particularly solicited through artistic activities – mainly in Waldorf (Steiner) schools – such as painting, modeling, sculpting and theater.

Components of Creativity

The concepts of imagination, fantasy, fluency, flexibility, originality, elaboration, curiosity and giftedness have been studied in children and in many cases have been equated with creativity. Among of all these components, primary ones are fluency, flexibility, originality and elaboration and these appear to operate creative thinking of children.

1. **Fluency:** It means the frequency with which relevant and unrepeated ideas come to one's mind after a question is put.

2. **Flexibility:** It is represented by a person's ability to produce ideas which differ in approval or thought trend.

3. **Originality:** It is uniqueness of response. Guilford (1962) defines originality as "the production of unusual, for fetched, remote or clever responses among members of certain population that is culturally homogenous."

4. **Elaboration:** It is indicated by a person's ability to add pertinent details (more ideas) to

the minimum and primary response to the stimulus figure.

Creative thinking is judged on the basis of the verbal and nonverbal creativity scores obtained on all the components of creativity fluency, flexibility, elaboration and originality.

Non-Verbal Test of Creativity

Non-verbal Verbal Test of Creativity is intended to measure the individual's ability to deal with figural content in a creative manner. Three types of activities are used for this purpose viz. picture construction, incomplete figures and triangles and ellipses. These three activities taken together provide ample opportunity to the subject to use his/her imagination with different types of figural tasks and come out with some novel ideas. These activities are scored under three dimensions of non-verbal creativity i.e. Elaboration, Originality and Total Non-verbal Creativity.

a. Elaboration indicated by the task in which the examinee is given one or two simple lines and told to construct on this foundation a more complex object.

b. Originality indicated by unusualness of responses, clever responses or remote association and relationship.

c. Total Non-verbal Creativity is judged on the basis of the total score obtained on all the two dimensions of Nonverbal creativity.

Motivation

Little use is made in alternative schools of marks which would operate as rewards or punishments for students. Hence this type of education should lead to higher levels of intrinsic motivation. Furthermore, showed that the use of rewards has a negative impact on child creativity. Meta-analyses also underlined that any type of reward and external incitation such as school assessments lead to reduced intrinsic motivation even for an activity considered by the students as interesting in the first place. As opposed to these types of educational methods, alternative schools support student autonomy and social relationships which enhance student engagement in school activities as they act upon factors which have a positive impact on intrinsic

motivation. Enhancing intrinsic motivation is all the more important as extrinsic motivation reduces creativity, while intrinsic motivation enhances creative performances. By focalizing individuals on activity results rather than on the activity itself – as does intrinsic motivation – extrinsic motivation may lead to reduced cognitive flexibility which encourages individuals to use specific algorithms which have proved to be efficacious in past experiences rather than to test more innovative solutions.

Review of literature

(Sharma 2017) Studied "*Home Environment & Study Habit of Secondary School Students*" and found that Study habit were defined as 'the complex of reading behaviour of person result from varying degrees of interaction of number of variable factors when he seeks graphic records for acquiring information or knowledge'. Study habits were those techniques, which learners employ to assist themselves in efficient learning of material at hand. It were sort of permanent method of studying. According to Good's dictionary of education," Study habit were tendency of pupil to study when opportunities were given, pupil's way of studying whether systematic or unsystematic, efficient or inefficient".

(Doley 2018) Studied "*The Impact of Home Environment Factors on Academic Achievement of Adolescents*" and observed that family were our first school for emotional learning. From there they learn how to feel about ourselves and how others react to our feelings, how to thinks about this feelings and what choices they had in reacting and how to read and express hopes and fears. This emotional coaching operates not just through parents say and does directly to their children, but also through models them offers for handling their feelings and those that pass between husband and wife. Hence, it were very important for parents to develop self understanding of their emotions and feelings in order to transform that understanding in their children.

(Rather 2019) Studied "*Academic Achievement of Adolescent Students in relation to Family Environment: Correlative Study*" and found that India were marching towards bright and prosperous tomorrow. Social organ that had played most important role in this aspect were education. Without sound and goal oriented system of education, dream of constructing nation's economic, social and political life cannot be realized. Kothari commission (1964-66) rightly

stated that "The destinies of India were now being shaped in her classrooms". Adolescence were viewed as period of increased diversity of social roles, with expectation from diverse role relationships, some of which may be in conflict.

(Lynch 2016) Studied "*The 4 Dimensions of Positive School Culture*" and observed that as today's school leaders seek to acquire skills and knowledge that were necessary for effectiveness in current educational institutions, they should realize that there were no simple answers or shortcuts to achieving leadership excellence. Most important task were to find right combination of qualities and characteristics that will consistently provide leader with skills and knowledge required to succeed on regular basis. To that end, there were four dimensions that were essential to creating positive school culture – optimism, respect, trust and intentionality.

(Patrick 2003) Studied *"Identifying Adaptive Classrooms: Analyses of Measures of Dimensions of Classroom Social Environment*" and found that Positive educational environments were necessary to facilitate optimally adaptive student outcomes, including learning, motivation, school adjustment, and achievement. Researchers had been noting for some while that school success does not only involve academics - schools and classrooms were inherently social places, and students go about their work in presence of many peers. To understand students' success at school, therefore, they must attend to their relationships with others at school and ways that environment promotes different types of social interactions and relationships.

(Joshi 2017) Studied "*Effect of Control Dimensions of Home environment on Academic Achievement*" and observed that Academic achievement may be defined as performance of students in subjects they study in school. Students acquire knowledge and develop skills in school environment, and become competent in subjects which they study during academic session. Stagner (1962) defined achievement as degree of proficiency or progress made by pupils in mastery of school subjects. Many parents were worried about their child's academic future. Typical complains of parents were 'though lot of money were being spent, everything essential were made available to child, child were not achieving properly'.

(Tanic 2018) Studied "*The Social Dimensions of Space in School Environment*" and found that Conceptualization of suitable school environments creates conditions for development of varied

pedagogical methods, as well as development of school children which were supposed to result in their significant cognitive and psycho-social achievements. School physical environments can support positive development. Or, on opposite side of spectrum, they can contribute to increased disruptive behaviour, less positive social interaction, and increased stress levels among preschool and elementary school children.

(N 2013) Studied "*Achievement Motivation among Students*" and observed that Humans were social beings whose thoughts and beliefs were susceptible to many varying factors around them. Perceptions & conclusions dynamically influence human mind and resultant actions. More often than not, an action or set of actions taken by human beings eventually determine their performance. Motivations were process which positively influences thoughts, beliefs & perceptions, thereby boosting performance of human beings. Areas where powers of motivation were effectively used range from different walks of life like creative arts to military to academics.

(Dhall 2014) Studied "*A Study of Academic Achievement among Adolescents In Relation To Achievement Motivation and Home Environment*" and found that large incidence of failure in secondary school examination had been great concern not only to parents but also to educationists. With constitutional provision aimed at making elementary education free and compulsory throughout country scope and responsibility of education had added new dimensions. Bright students who fail to excel due to other factors miss opportunity to advance in education and also perform poorly despite good learning facilities in their schools.

(RAJINA 2018) Studied "*A Study on Achievement Motivation of Higher Secondary School Students in Tiruvallur District*" and observed that growth of Indian economy in recent past and compulsion to sustain it were also forcing Indian government to accelerate process of developing all branches of Indian education system. Therefore, it would be very interesting to understand and analyze various structures of education in India, its present condition and future developments. Investigator had taken up study on Achievement Motivation to find out motivation behind every achieved goal of an individual.

Conclusion

Social interaction that occurs between students and teachers occurs with less harmony, then the condition of learning will not be maximal, especially a teacher who hates his students, it could be students who hate his teacher. If this is not quickly handled seriously eating will interfere with the learning process. It may be that students are reluctant to go to school again. Then the links in teaching and learning will also be cut off. So to support the growth of students 'motivation in learning, it should be at work that makes the students' motivation to decrease in learning, both from all facilities and infrastructure such as sports venues, libraries, laboratories, and various other types of infrastructure. Social interaction of teachers and students as well as students and students. Care must be taken by teachers in educating.

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