

The Relationship Between Creativity and Academic Intrinsic Motivation of Student Teachers

Khin Myo Thein¹ and Win Le' Aung²

Abstract

The main purpose of this study was to investigate the relationship between creativity and academic intrinsic motivation of student teachers. Quantitative approaches were used in this study. A total of 300 student teachers (150 male and 150 female) from six Education Colleges participated in this study. As the research instruments, “The Torrance Tests of Creative Thinking (TTCT)” and “Academic Intrinsic Motivation Inventory (AIMI)” were used in this research.

As a result of descriptive statistics, it was found that the mean percentages of student teachers' creativity and academic intrinsic motivation were 62.60% and 77.23% respectively. It was clearly seen that student teachers were moderate ability in generating ideas that are novel or original. They had high ability in the enjoyment of school learning characterized by an orientation toward mastery, curiosity, interest, persistence, challenges, difficult and novel tasks. Moreover, the mean percentage of picture completion was the highest in three activities of creativity. From the result of independent sample *t*-test, there was statistically significant difference for student teachers' picture completion activity in creativity by gender. It could be interpreted that female student teachers had higher ability in structuring, integrating and presenting an object scene or situation than male. From the result of independent sample *t*-test, there was significant difference in the student teachers' creativity and academic intrinsic motivation by specialization. It was found that science student teachers were higher ability in generating ideas that are novel or original and higher ability in the enjoyment of school learning characterized by an orientation toward mastery, curiosity, interest, persistence, challenges, difficult and novel tasks than arts student teachers. And then, ANOVA results showed that there were significant differences in the student teachers' creativity and academic intrinsic motivation by Education College. Therefore, the results showed the student teachers from Education College had different abilities in generating ideas that are novel or original and in the enjoyment of school learning characterized by an orientation toward mastery, curiosity, interest, persistence, challenges, difficult and novel tasks. Finally, student teachers' creativity was positively related with academic intrinsic motivation.

Key words: creativity, academic intrinsic motivation

1. Lecturer, Department of Educational Psychology, Yangon University of Education

2. Senior Teacher, B.E.H.S (5), Pynmana Township, Naypyitaw