

CREATIVITY PHENOMENON AND MOTIVATION FACTOR AS DRIVING FORCES OF DESIGN ACTIVITY

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This study presents the results of a research with the Questionnaire about Students' Motivation for Creativity (QSMC). The aim of this study was to check the validity and reliability of the questionnaire. More specifically, (1) to verify the reliability of the dimensions and scales formulated based on the theoretical background; (2) to test the empirical fit of the theoretical model; and (3) to check the correlation coefficient of the scales to explain relations between them.

The creative potential of a person cannot be fully realized if the person is not motivated to do it. In turn, creative solutions cannot be found if a person is not motivated to apply skills (Runco, 2005). The theoretical review revealed a number of researchers who examined the relationship between creativity and motivation (Amabile et al., 2005; Eisenberger & Aselage, 2009; Eisenberger & Shanock, 2003). Despite the strong influence motivation has on the field of creative design, scholars and teachers quite often evaluate creativity without realizing the underlying motivational factors that affect design activities.

The QSMC is a self-designed questionnaire which consists of 39 items. Participants are asked to express how much they agree or disagree with a particular statement of the questionnaire (5-point Likert scale). The study involved Russian art and design students from Kazan Federal (Volga Region) University (N=193; M=21.63; SD=3.052). Students' responses were analyzed with IBM SPSS V25.

Reliability for both the creativity and the motivation dimension was high (Cronbach's $\alpha=.822$, and Cronbach's $\alpha=.712$, respectively). Exploratory factor analysis (EFA) showed that KMO was .914 for the creativity dimension. In line with the theoretical model, the 19 items of creativity were divided into four subscales (divergent thinking, originality of ideas, persistent attitude, and intellectual risk-taking). As for the motivation dimension, EFA showed that KMO was .752. The 20 items of the motivation dimension were divided into four subscales (intrinsic motivation, achievement motivation, failure avoidance motivation, and extrinsic motivation), which matched the theoretical model. Divergent thinking, originality of ideas, persistent attitude, intellectual risk-taking, intrinsic motivation, and failure avoidance motivation correlated significantly with each other. Thus, we may conclude that QSMC is a valid instrument.