

A Comparative Study of Creativity among Secondary School Students in Relation to their Adjustment

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Abstract

The main purpose of present investigation was to compare the creativity among secondary school students in relation to their adjustment. Creativity was treated as dependent variable whereas adjustment was treated as independent variable. A sample of 500 male and female respondents was taken on the basis of random sampling method. Creative Thinking Abilities by Mehdi (2006) and Adjustment Inventory for School Students (2012) by Sinha and Singh were used for the collection of the data. U.Malik (2019) found that creativity as a whole among male and female senior secondary school students differ significantly. Findings of the study revealed that significant difference was found in creativity among male and female secondary school students having emotional, social and educational adjustment. Further, significant difference was found in creativity among secondary school students having high and low emotional, social and educational adjustment.

KEYWORDS: Adjustment, Creativity and Secondary School Students

INTRODUCTION

Life is a Continuous process of adjustment throughout life. Adjustment is a satisfactory adaptation to the demands of day-to-day life and may be defined as a process by means of which the individual seeks to maintain psychological equilibrium and propel himself towards self enhancement. So, Adjustment is a process of finding and adopting modes of behaviours suitable to the environment or change in the environment. Creativity is the cognitive ability to generate new ideas, concepts, designs and opportunities whereas innovation helps to add values to new style of thinking. Creativity means different images comes in our mind. Without creativity, people are not able to think in a new way somewhere they are struck up with their childhood behaviors, patterns, structures, concepts and perceptions. That is the reason creativity pattern reflects in multiplicative perception, constructive and design new concepts. One of the most important and fundamental issues of education in the present era is considering the methods of educating students in a way that their creativity and adjustment be proportionate and coordinated with today's complex and highly variable conditions. Adjustment helps us to keep balance between our needs and the capacity to next these needs. It implies changes in our thinking and way of life to the demands of the situation. Adjustment gives us the ability and strength to being desirable changes in the state of our environment. Adjustment is physiological as well as psychological, it is multidimensional and most of all it brings us happiness and contentment. U.Malik (2017) found that career maturity among extremely stable male students is higher than extremely unstable male secondary

school students where as in case of female students career maturity among them is vice-versa.

During the last decades, several studies have been focused on creativity and adjustment among students. Daisy Fancourt, Andrew Steptoe (2019) found that creativity at age 7 among children who were free from social or behavioral adjustment issues was associated with a lower relative risk of social and behavioral instability and maladjustment at age 11. Singh and Mehta (2016) found that male and female B.Ed. trainees differ significantly of their adjustment. Jenaabadi, Marziyeh, & Dadkan (2015) revealed that gifted students had higher levels of emotional creativity, novelty, effectiveness and authenticity and there was a significant difference between male and female gifted students and normal students considering emotional creativity and its components. Moreover, female gifted students' emotional creativity, novelty and preparedness were higher than those of male gifted students and male gifted students' effectiveness and authenticity were higher than those of female gifted students. Emotional creativity requires divergent thinking process and creation of appropriate, and yet authentic, responses. Investigating emotional creativity can solve a number of individual and social problems. Considering the obtained results, there was no significant difference between gifted students and normal students and also between male and female gifted students and normal students. Social adjustment is a symptom of mental health and is a criterion for measuring social development. Family factors, education, peer groups and intelligence have great impacts on social adjustment Ogoemeka (2011) found out that creativity was a potent predictor of social problem solving and both creativity and cognitive ability were strong predictors of adjustment. U. Malik (2019) the findings of the study revealed that positive and significant relationship was exist between academic achievement and creativity (fluency, flexibility and originality) of senior secondary school students.

Hence, review of literature makes it clear that a very few researches are available on creativity and adjustment among students. Therefore, the investigators undertook the present study to compare the creativity among secondary school students in relation to their adjustment.

VARIABLES USED

- **Dependent Variable:** Creativity
- **Independent Variable:** Adjustment

OBJECTIVES OF THE STUDY

1. To compare the creativity among male and female secondary school students having emotional, social and educational adjustment.
2. To compare the creativity among secondary school students having high and low emotional, social and educational adjustment.

HYPOTHESES OF THE STUDY

H₀₁ There is no significant difference in creativity among male and female secondary school students having emotional, social and educational adjustment.

H₀₂ There is no significant difference in creativity among secondary school students having high and low emotional, social and educational adjustment.

Sample

In the present study, descriptive survey method was used to compare the creativity among secondary school students in relation to their adjustment. Random sampling technique was used to select the sample of 500 students of 9th class studying in private schools affiliated to C.B.S.E. of Gurgaon and Rewari Districts of Haryana State.

TOOLS USED

1. **Non-verbal test of Creative Thinking** by Baquer Mehdi (2006).
2. **Adjustment Inventory for School Students (AISS)** by Sinha and Singh (2012).

STATISTICAL TECHNIQUES USED

Mean, S.D and ‘t’ test were used to investigate the comparison in creativity among secondary school students in relation to their adjustment.

DATA ANALYSIS AND INTERPRETATION

The collected data was analyzed both quantitatively as well as qualitatively. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

Objective 1: To compare the creativity among male and female secondary school students having emotional, social and educational adjustment.

For the purpose of studying the difference in creativity among male and female secondary school students having emotional, social and educational adjustment, the following null hypothesis was formulated:

H₀₁ There is no significant difference in creativity among male and female secondary school students having emotional, social and educational adjustment

Table-1

Descriptive statistics related to Creativity among Male and Female Secondary School Students having Emotional, Social and Educational Adjustment

Component of Adjustment	Total=500				t-values
	Male N=[240]		Female N=[260]		
	Means	SDs	Means	SDs	
a) Emotional	30.45	15.62	39.50	11.12	7.33**
b) Social	31.68	16.74	38.57	13.43	5.06**
c) Educational	36.67	15.28	29.87	10.05	5.86**

**** Significant at .01 level**

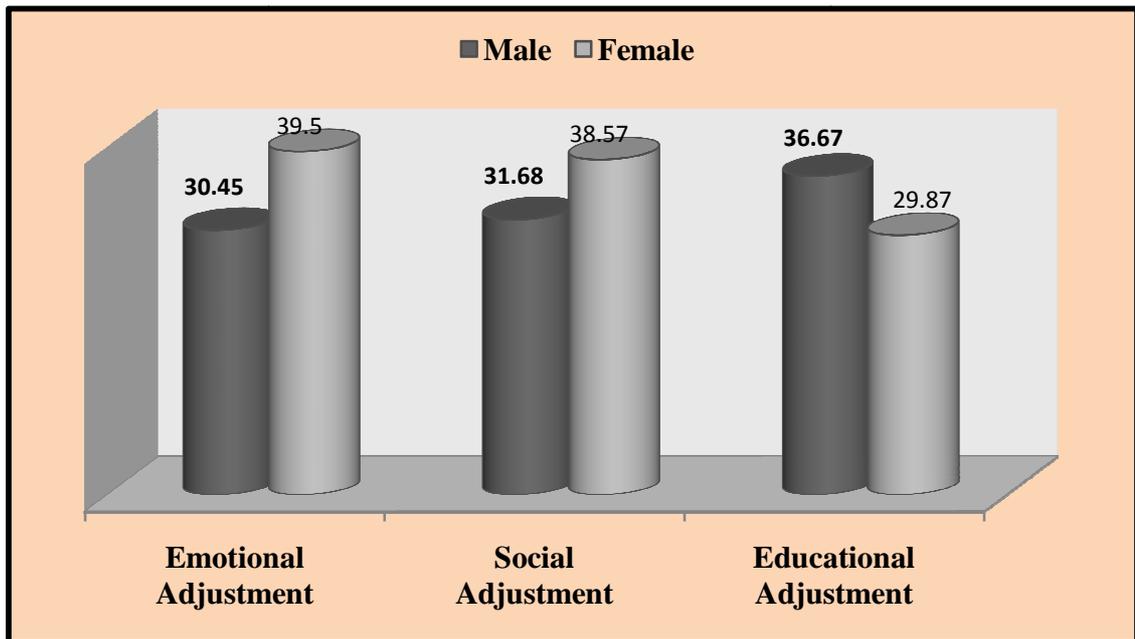


Fig. 1: Mean Creativity scores of Male and Female Secondary School Students having Emotional, Social and Educational Adjustment

It is observed from table-1 that the t-value 7.33 for the creativity among emotionally adjusted male and emotionally adjusted female secondary school students is found significant at 0.01 level which indicates that emotionally adjusted male and emotionally adjusted female secondary school students differ significantly. In the context of mean scores, it was found that mean scores of creativity among emotionally adjusted female students (39.50) is higher than emotionally adjusted male students (30.45). So, it can be concluded that emotionally adjusted female students are more creative as compared to emotionally adjusted male students. It is also revealed from table-1 that the t-value 5.06 for the creativity among socially adjusted male and socially adjusted female secondary school students is found significant at 0.01 level, which indicates that socially adjusted male and socially adjusted female secondary school students differ significantly. In terms of mean scores, it was found that mean scores of creativity among socially adjusted female students (38.57) is higher than socially adjusted male students (31.68). So, it can be concluded that socially adjusted female students are more creative than their male counterparts. Lastly, it is clear from table-1 that the t-value 5.86 for the creativity among educationally adjusted male and educationally adjusted female secondary school students is found significant at 0.01 level which indicates that educationally adjusted male and educationally adjusted female secondary school students differ significantly. From the comparison of mean scores, it was observed that mean scores of creativity among educationally adjusted male students (36.67) is higher than educationally adjusted female students (29.87). So, it can be concluded that educationally adjusted male students are more creative as compared to their educationally adjusted female students.

Objective 2: To compare the creativity among secondary school students having high and low emotional, social and educational adjustment.

For the purpose of studying the difference in creativity among secondary school students having high and low emotional, social and educational adjustment, the following null hypothesis was formulated:

H₀₂ There is no significant difference in creativity among secondary school students having high and low emotional, social and educational adjustment.

Table-2

Descriptive statistics related to Creativity among Secondary School Students having High and Low Emotional, Social and Educational Adjustment

Sr. No.	Components of Adjustment	Category	N	Means	SDs	t-values
1	Emotional	High	175	51.64	15.07	8.56**
		Low	165	38.20	13.98	
2	Social	High	170	49.04	15.31	7.45**
		Low	167	37.19	13.88	
3	Educational	High	169	41.42	14.40	5.50**
		Low	173	50.29	15.45	

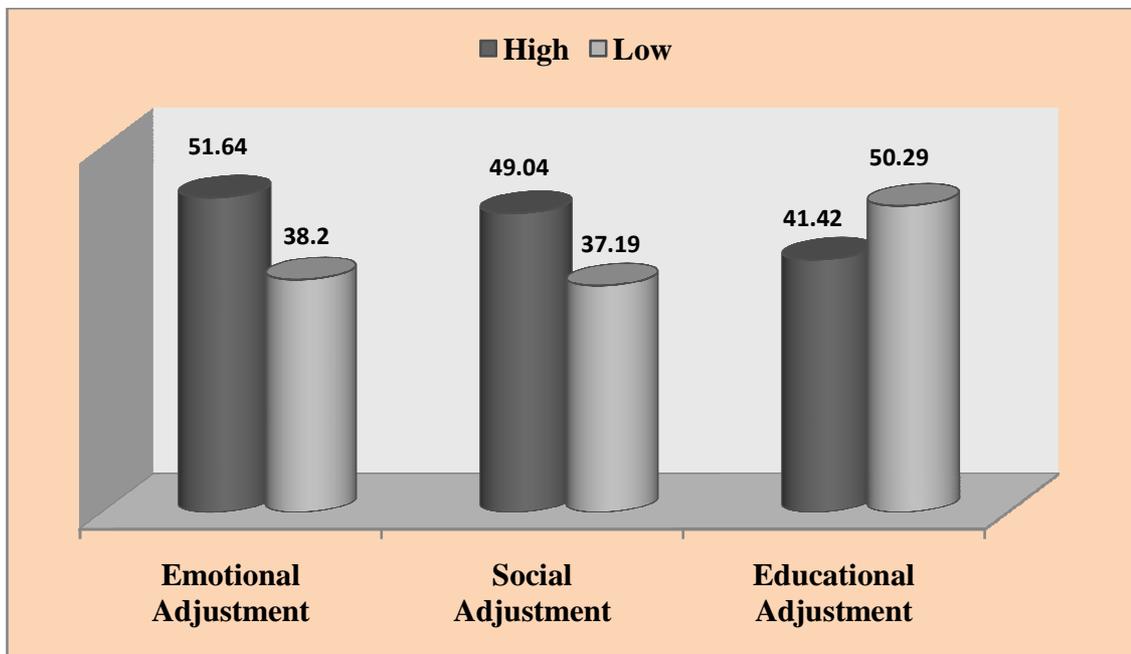


Fig. 2: Mean Creativity scores of Secondary School Students having High and Low Emotional, Social and Educational Adjustment

It is evident from table-2 that the t-value 8.56 for the creativity among high emotionally adjusted and low emotionally adjusted secondary school students is found significant at 0.01 level which indicates that high emotionally adjusted and low emotionally adjusted secondary school students differ significantly with respect to creativity. In the context of mean scores, it was found that mean creativity scores of high emotionally adjusted students (51.64) are higher than low emotionally adjusted students (38.20). So, it can be concluded that high emotionally adjusted students are more creative as compared to low emotionally adjusted students. Similarly, the t-value 7.45 for the creativity among high socially adjusted and low socially adjusted secondary school students is found significant at 0.01 level, which indicates that high socially adjusted and low socially adjusted secondary school students differ significantly. In terms of mean scores, it was found that mean creativity scores of high socially adjusted students (49.04) are higher than low socially adjusted students (37.19). So, it can be concluded that high socially adjusted students are more creative than their counterparts. Lastly, it is clear from table-2 that the t-value 5.50 for the creativity among high educationally adjusted and low educationally adjusted secondary school students is found significant at 0.01 level which indicates that high educationally adjusted and low educationally adjusted secondary school students differ significantly with respect to creativity. In the context of mean scores, it was found that mean creativity scores of low educationally adjusted students (50.29) are higher than high educationally adjusted students (41.42). So, it can be concluded that low educationally adjusted students are more creative as compared to high educationally adjusted students. U. Malik , R Kant (2016)revealed that significant difference exists between the academic cheating of senior secondary students in relation to their emotional maturity.

FINDINGS OF THE STUDY

1. Significant difference was found in creativity among male and female secondary school students having emotional, social and educational adjustment.
2. Significant difference was also found in creativity among secondary school students having high and low emotional, social and educational adjustment.

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