

## Creativity as Related To Adjustment of Adolescents

Dr. Kanchan<sup>1\*</sup>

### ABSTRACT

The present study is to examine the creativity as related to adjustment of secondary school students. Sample comprised of 100(50 boys and 50 girls) from Government school of district Muktsar of Punjab was selected randomly. Data were conducted by using Creativity test by Passi, B.K and Adjustment Inventory by Sinha, A.K.P & Singh, R.P. The results revealed that there exist significant and positive relationship between creativity and adjustment and different dimensions of adjustment i.e. emotional, social and educational adjustment of adolescents.

**Keywords:** *Creativity, Adjustment, Adolescents*

The almighty God is the creator of the universe. He is the supreme minds who possess the finest creative abilities. He has created all of us. We are elevated to be called his creation In the words of Nunn, “Higher creative life far from being an ancient is the clearest and purest expression of the essential characteristics of life at all its points and levels.

The word ‘creativity derives from Latin word ‘ create’ which means to create. To create is to bring into existence some character as work of thought and imagination. Creativity can be best defined as seeing or expressing new relationship. Stagner and Karwoski (1973) “Creativity implies the production of a totally or partially novel identity.” Creativity is the capacity to devise new form come up with fresh idea and see deeper meaning in objects, events, inter-personal relationship and symbolic material. Creativity is a multidimensional (verbal and non-verbal) attribute ‘differentially’ distributed among people and includes chiefly the factors of seeing problems, fluency, flexibility, originality, inquisitiveness and persistence. Ausbul (1963) “Creativity is a generalized constellation of intellectual abilities, personality variables and problem- solving traits.” Creativity is the ability to produce work that is both novel (i.e. original, unexpected) and appropriate. “To create” means “to make or bring into existence some- thing new”. Creativity involves an action of mind directed to manipulate the environment with a view to produce a new ideas, patterns or relationships. Wallach and Kogan (1965) “Creativity lies in producing more associations, and in producing more that are unique.” It is the capacity of

<sup>1</sup> Assistant Professor, Dept. of Psychology, Bawa Nihal Singh B.Ed, College, Sri Muktsar Sahib, India

\*Responding Author

**Received: March 9, 2017; Revision Received: April 11, 2017; Accepted: April 25, 2017**

## **Creativity as Related To Adjustment of Adolescents**

original work involving the restructuring of past experiences intended towards new useful creations.

The concept of adjustment was originally a biological one mentioned in Darwin's theory of evolution (1859) as adaptation. Adjustment is the process by which an individual applies his resources to fulfill his needs while at the same time maintaining harmony with his environment. Gates (1950) "adjustment is a continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment." The adjustment style of child may also have its effect on the level of academic achievement of students. Good (1959) "Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment." Adjustment is a satisfactory relation of an organization of its environment. Adjustment of an individual changes from one situation to another situation. Webster (1951) "Adjustment is the establishment of a satisfactory relationship, or representing harmony, conformance, adoption or the like." If we adjust ourselves, it means that we are changing in some way to adopt accommodate ourselves in order to fit certain demands of our environment and are in a continuous change in changes.

One of the objective of our education system is to make the student well adjusted person. But we can see that a child with high creativity can have good adjustment in his life. Creative student also tries to solve the problems of everyday life. He can have good adjustment in the areas of emotional, social and school. Unfortunately education in our country is too bookish, mechanical, stereotyped and rigidly uniformed which does not give sufficient opportunities for self expression and creativity. Such an education which prepares individuals for static society cannot meet the demand of the fast changing society. It is, therefore essential that education should produce individuals who are not only creative but also have the capacity to adjust in the new circumstances. This provides a rationale for making a study of creativity as related to adjustment of adolescents.

### **REVIEW OF RELATED LITERATURE**

Mishra and Shukla (2007) conducted a study on interaction effect of adjustment and need achievement upon creativity. It was found that need achievement-affected creativity as a whole has also effect upon creativity. Total need achievement and adjustment had no interaction effect upon creativity.

Ling, Poon and Sing (2013) examine creative children's psychological adjustment more thoroughly, this exploratory study assessed children's creativity from multiple sources (objective assessment, teachers and peers) and incorporated multiple aspects of adjustment (self-concept, popularity and sociability). Findings revealed that 10% of the children were selected by both teachers and peers as creative, among whom half of these children were identified as creative based on their creativity scores. Children perceived by teachers as creative saw themselves as

## **Creativity as Related To Adjustment of Adolescents**

better in academic, social and general self-concept. Finally, those perceived by peers as creative rated themselves as better in appearance self-concept.

Jenaabadi (2015) compared the relationship between creativity and adjustment of adolescents on the basis of gender, social adjustment, and emotional adjustment. The study was conducted on gifted students and normal students considering emotional creativity and its components. However, no significant difference was found with regard to social adjustment. The means of emotional creativity and components of novelty, effectiveness and authenticity of gifted students were higher than those of normal students. Moreover, the means of emotional creativity and components of novelty and preparedness of female gifted students and the means of components of effectiveness and authenticity of male gifted students were higher than other groups.

Singh and Singh (2016) compared the relationship between creativity and adjustment of B.Ed. trainees. The result indicated that male and female B.Ed. trainees differ significantly in their adjustment; on the other hand male and female B.Ed. trainees are not differing significantly in their creativity. Moreover this paper is representing a relationship between adjustment and creativity of B.Ed. trainees.

### ***Objectives***

1. To study the relationship between creativity and adjustment of adolescents.
2. To study the relationship between creativity and emotional adjustment of adolescents.
3. To study the relationship between creativity and social adjustment of adolescents.
4. To study the relationship between creativity and educational adjustment of adolescents.

### ***Hypotheses***

1. There exist no significant relationship between creativity and adjustment of adolescents.
2. There exist no significant relationship between creativity and emotional adjustment of adolescents.
3. There exist no significant relationship between creativity and social adjustment of adolescents.
4. There exist no significant relationship between creativity and educational adjustment of adolescents.

## **METHODOLOGY**

### ***Sample***

For the purpose of the present study 100 adolescents taken from Government school of Muktsar district of Punjab.

## Creativity as Related To Adjustment of Adolescents

### *Procedure*

The study was conducted on 100 adolescents from the Government schools of Muktsar district of Punjab. Data was collected by using (a) Creativity test by Passi, B.K, (b) Adjustment Inventory by Sinha, A.K.P & Singh, R.P. Karl Pearson's coefficient of correlation technique was used to find the relationship between the dependent variable (Creativity) and independent variable (Adjustment).

## **RESULTS AND DISCUSSION**

*Table 1 Coefficient of Correlation between Creativity and Adjustment of Adolescents*

Variable	N	df	Coefficient of correlation	Level of Significance
Creativity	100	98	0.28	Significant at 0.05 and 0.01 level
Adjustment	100			

Table 1 shows that the coefficient of correlation between creativity and adjustment of adolescents as 0.28 which is positive and significant at 0.05 and 0.01 level. This indicates that creativity and adjustment of adolescents are positively and significantly correlated. So, hypotheses 1 there is no significant relationship between creativity and adjustment of adolescents has been rejected.

*Table 2 Coefficient of Correlation between Creativity and Emotional Adjustment of Adolescents*

Variable	N	df	Coefficient of correlation	Level of Significance
Creativity	100	98	0.21	Significant at 0.05 and 0.01 level
Emotional Adjustment	100			

Table 2 shows that the coefficient of correlation between creativity and emotional adjustment of adolescents as 0.21 which is positive and significant at 0.05 and 0.01 level. This indicates that creativity and emotional adjustment of adolescents are positively and significantly correlated. So, hypotheses 2 there is no significant relationship between creativity and emotional adjustment of adolescents has been rejected.

*Table 3 Coefficient of Correlation between Creativity and Social Adjustment of Adolescents*

Variable	N	df	Coefficient of correlation	Level of Significance
Creativity	100	98	0.26	Significant at 0.05 and 0.01 level
Social Adjustment	100			

Table 3 shows that the coefficient of correlation between creativity and social adjustment of adolescents as 0.26 which is positive and significant at 0.05 and 0.01 level. This indicates that creativity and social adjustment of adolescents are positively and significantly correlated. So,

## Creativity as Related To Adjustment of Adolescents

hypotheses 3 there is no significant relationship between creativity and social adjustment of adolescents has been rejected.

**Table 4 Coefficient of Correlation between Creativity and Educational Adjustment of Adolescents**

Variable	N	df	Coefficient of correlation	Level of Significance
Creativity	100	98	0.23	Significant at 0.05 and 0.01 level
Educational Adjustment	100			

Table 4 shows that the coefficient of correlation between creativity and educational adjustment of adolescents as 0.23 which is positive and significant at 0.05 and 0.01 level. This indicates that creativity and educational adjustment of adolescents are positively and significantly correlated. So, hypotheses 4 there is no significant relationship between creativity and educational adjustment of adolescents has been rejected.

### ***Educational Implications***

The children of today would be the future nation builders. The main aim of education is all round development of an individual. For the development of creativity among adolescents and make their adjustment better parents, teachers and society play an important role. So in the schools teachers should arrange various types of curricular and co-curricular activities for adolescents. Parents and society should also provide good environment to the adolescents for making their better development and good adjustment.

### ***Acknowledgments***

The author appreciates all those who participated in the study and helped to facilitate the research process.

***Conflict of Interests:*** The author declared no conflict of interests.

## **REFERENCES**

- Ausbul, D. (1963). *The Psychology of Meaningful Verbal Learning*, in Introduction to School Learning, New York; Grunc, 99.
- Gates, (1950). *Educational Psychology*. The Macmillan, New York.
- Good, C.V. (1959). *Dictionary of Education*, New York, Macmillan.
- Jenaabadi, H. (2015). *Comparing Emotional Creativity and Social Adjustment of Gifted and Normal Students*. Retrieved on November 20, 2016 from [www.scirp.org/journal/PaperInformation.aspx?paperID=54658](http://www.scirp.org/journal/PaperInformation.aspx?paperID=54658)
- Ling, L.W., Poon, J.C.Y., & Sing, L. (2013). Psychological Adjustment of Creative Children: Perspectives from Self, Peer and Teacher. *Educational Psychology*, 33 (5 ), 616-627.

### **Creativity as Related To Adjustment of Adolescents**

- Mishra, S., & Shukla, S. (2007). Interaction Effect of Adjustment and Need Achievement Upon Creativity. *Journal of All India Association for Educational Research*. 19 (1&2) 75-76.
- Singh, M., & Singh, S. (2016). A study of relationship between adjustment and creativity of B.Ed. trainees. *International Journal of Applied Research*, 2(3), 325-331.
- Stagner, R., & Karwoski, T.F (1973). *Educational Psychology*, New delhi: Eurasia Publishing House, 314.
- Wallach, M.A., & Kogan, N. (1965). *Modes of Thinking in Young Children*, New York: holt, Rinehart & Winston.
- Webster, A. (1951). *Webster's New Collegiate Dictionary*, London: G-Bell 7 Sons, 12.

**How to cite this article:** Kanchan (2017), Creativity as Related To Adjustment of Adolescents, *International Journal of Indian Psychology*, Volume 4, Issue 3, ISSN: 2348-5396 (e), ISSN: 2349-3429 (p), DIP: 18.01.013/20170403