

Impact of Adjustment on Creativity of Adolescents

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ABSTRACT

The purpose of the study was to see the impact of adjustment on adolescent's creativity. For this, 330 adolescents (both sexes; boys and girls) were purposively selected as a research sample from different high schools located in Samastipur district area in Bihar state. The age range of sample were from 11 to 15 years with an average age range of 13 years. The Creativity Scale of Baqur Mehandi (1973), Adjustment Inventory of M. Shamshad and K. Jehan (1987) was administered upon research sample. Self-prepared Personal Data Sheet was also applied upon respondents. The collected data were analyzed with t-test method. The findings revealed that : (i) Adjusted students were more fluent than their counterpart non-adjusted students, (ii) Adjusted students were more flexible than those of non-adjusted students, (iii) Adjusted students were more in originality than non-adjusted students, (iv) Adjusted students were more creative than their counterpart non-adjusted students and (v) Urban students were more creative than those of counterpart rural students.

Keywords : *Impact, Adjustment, Creativity, Adolescent*

INTRODUCTION :

Creativity is a mental process involving the generation of new ideas or concepts, or new association of the creative mind between existing ideas or concepts. It is an act expression of the inner state of the creator and it is inner potential which influences human creativity in almost all fields of life. It is a process of bringing something now into existence. Barron (1969) describe creativity as discovery of something that is novel but also useful or relevant or economical or valuable. It is considered to have both originality and appropriateness.

Creativity is recognised as a valuable human quality for personal, social, technical and economic reasons and many school curriculum documents assert that creativity can be taught in science education. It is often argued that it is through engagement in practical work, that students develop their possibility thinking and problem solving abilities (Rao and Digumarti, 2003).

The term 'adjustment' is often used as a accommodation and adaptation. It is used to survive in his/her social and physical environment.

Adjustment is a behavioral process by which a person maintain balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person should be able to strike a balance among various forces. Adjustment is defined as a process where in one builds variations in the behavior to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment.

The Psychology of adjustment course is offered in order to help the students relate their real life experiences to the constructs and novel ideas. Adjustment does provide an opportunity for self-

reflection and understanding. A possible range of behavior in any given situation, the students can able to grow their constructive ideas and innovations.

OBJECTIVES OF THE STUDY :

The objectives of the study was to see the impact of adjustment on adolescent's creativity.

HYPOTHESES OF THE STUDY :

(i) There is significant difference between adjusted and non-adjusted

students interm of their fluency, dimension of creativity measures.

(ii) There is significant difference between adjusted and non-adjusted

students interm of their flexibility, dimension of creativity measures.

(iii) There is significant difference between adjusted and non-adjusted

students interm of their originality, dimension of crativity measures.

(iv) There is significant difference between adjusted and non-adjusted

students interm of their crativity measures.

(v) There is significant difference between rural and urban respondents interm of their creativity (with dimension wise) measures.

METHODOLOGY :

(i) **Sample :**

The sample of the study was consisting 330 school students were purposively selected from different senior secondary schools of Samastipur district in Bihar state.

(ii) Scales of the study :

Following scales were used for the present study to collect data:

(a) Creativity Scale :

Hindi adaptation of Torrence Test of Creative thinking by Baqer Mehandi (1973) was used to measure the creativity level.

(b) Adjustment Inventory:

Hindi adaptation of Bell Adjustment by Mohsin Shamshad and K.Jehan (Modified Version, 1987) was used to measure the respondent's adjustment level.

(iii) Analysis of Data :

The collected data was analyzed with t-test analytical method.

HYPOTHESIS-I

"There is significant difference between adjusted and non-adjusted students in term of their fluency, dimension of creativity measures."

Table no.-(i)

Comparison of fluency between adjusted and non-adjusted students:

Group	N	Mean	SD	t-value	p-value	df
Adjusted Students	160	52.33	3.86	12.48	<.01	328
Non-adjusted students	170	46.71	4.31			

The above table no.-i clears that, the mean values of fluency (dimension of creativity) measures for adjusted and non-adjusted are 52.33, 46.71 and their SD values are 3.86 and 4.31 respectively. The t-value for these mean and SD scores are 12.48 which is found significant at <.01 level of confidence. In this context, it is clear that the fluency of adjusted students were found better than non-adjusted students. According to this result we can say

that, adjustment of respondents play positive role in their development of fluency. Thus, this result confirmed our hypothesis no.-i that "There is significant difference between adjusted and non-adjusted students interm of their fluency, dimension of creativity measures".

HYPOTHESIS-II

"There is significant difference between adjusted and non-adjusted students interm of their flexibility, dimension of creativity measures."

Table no.- (ii)

Showing the comprison of flexibility between adjusted and non-adjusted students :

Group	N	Mean	SD	t-value	p-value	df
Adjusted Students	160	49.22	5.03	16.45	<.01	328
Non-adjusted students	170	41.32	3.64			

The above table displayed that, adjusted students obtained more Mean and SD (49.22, 5.03 respectively) than those of non-adjusted students. The t-value (16.45) was found significant at <.01 level of confidence. In this context, it can be say that the adjusted students are more flexible than non-adjusted students. Thus, this result confirm our earlier made hypothesis that,"there is significant difference between adjusted and non-adjusted students interm of their flexibility, dimension of creativity measures."

HYPOTHESIS-III

"There is significant difference between adjusted and non-adjusted students in term of their originality, dimension of creativity measures."

Table no-(iii)

Showing the comparison of originality between adjusted and non-adjusted measures:

Group	N	Mean	SD	t-value	p-value	df
Adjusted Students	160	45.64	5.39	11.96	<.01	328
Non-adjusted students	170	39.32	4.24			

The above table no.-iii shows that, originality (dimension of creativity) was found significantly differed between adjusted and non-adjusted students. Because of the adjusted students obtained more scores on originality measures while non-adjusted students obtained less scores on originality measure. In this context, it can be say that, the student's adjustment play positive role in their originality potentials. Thus, hence this result confirmed our earlier made hypothesis that, "there is significant difference between adjusted and non-adjusted students in term of their originality, the dimension of creativity measures."

HYPOTHESIS-IV

"There is significant difference between adjusted and non-adjusted students interm of their creativity measures."

Table no.-(iv)

Showing the difference of creativity between adjusted and non-adjusted students:

Group	N	Mean	SD	t-value	p-value	df
Adjusted Students	160	144.71	8.11	4.97	<.01	
Non-adjusted students	170	139.88	9.64			

The above table no.-iv shows that adjusted students were more creative than their counterpart non-adjusted students. Because of adjusted students were obtained more mean(144.71) and SD (8.11) while non-adjusted students were obtained less mean(139.88) and SD (9.64) scores on creativity measures. The calculated t-value (4.97) was found significant at <.01 level of confidence. According to this

result it can be say that, the adjustment play positive role in development of children's creativity. Thus, this finding confirmed our earlier made hypothesis that, "there is significant difference between adjusted and non-adjusted students in term of their creativity."

HYPOTHESIS-V

"There is significant difference between urban and rural students interm of their creativity measures."

Table no-(v)

Comparison of creativity (with dimensionwise) between Urban and Rural respondents :

Creativity Aspect	Group	N	Mean	SD	t-value	p-value	df
Fluency	Urban	165	55.31	5.32	13.92	<.01	328
	Rural	165	48.22	3.74			
Flexibility	Urban	165	60.17	7.61	16.14	<.01	328
	Rural	165	48.89	4.66			
Originality	Urban	165	54.69	4.65	11.81	<.01	328
	Rural	165	49.73	5.64			
Composite	Urban	165	157.51	8.59	3.67	<.01	328
	Rural	165	141.93	12.2			

Results given in the above table no.-v revealed that respondent's inhabitational factor influenced their creativity scores. Urban respondents showed comparatively better / higher mean scores on each aspect as well as on composite scores of creativity to their rural counterpart. All obtained t-ratios were highly significant.

CONCLUSION :

- (i) Adjusted students were fluent than their counterpart non-adjusted students.
- (ii) Adjusted students were more flexible than those of non-adjusted students.
- (iii) Adjusted students were more in originality than non-adjusted students, (iv) Adjusted students were more creative than their counterpart non-adjusted students.

(v) Urban students were more creative than those of rural students.

SUGGESTION :

The researcher suggested that, parents and school teacher should give special attention on student's adjustment to inhance creativity. It is observed from the result that non-adjusted students were in low creative potential. In order to inhance the student's creativity, teachers should give due importance for better adjustment by using suitable strategies. In this context, parents should too care and give special attention on development of adjustment and creativity.

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