

A Study of Incidence of Maladjustment Among Students in Relation to Creativity at The Middle School Level

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Abstract:

Creativity is a unique gift of nature. It is a highly valued human quality which has been known for a long time to have its influence on such spheres of human activity as scientific, technological, artistic and the like. The importance of creativity has never been underestimated by Psychologists generally, though the special attention it deserved has not been so far given to this field. Guilford in his 1950 Presidential Address to American Psychological Association spoke about the neglect by the scientific community of this important concept of creativity.

Key words: Adjustment, Personal, Social, Maladjustment, Creativity.

Introduction:

All nations, whether big or small, rich or poor, developed or developing are of the opinion today that the conservation and proper utilization of creative potential are crucially important for national development. The individual and society can expect maximum benefit only when potential creativity of the members of the society is developed and utilized in constructive ways. For the further scope of education for creativity it can be said that education should help to provide the 'psychological safety', and 'psychological freedom' to the creative individual which in turn means the total adjustment with environment. Next to family adjustment, social adjustment occupies the most important place in the life of a child. The personality of an individual grows if he can function satisfactorily in social or group situations. Dissatisfaction results in conflicts and anxiety and in extreme cases it might ultimately result in several kinds of personality problems like withdrawal or anti-social tendencies.

The present investigator made a study of the Middle School level pupils with regard to their adjustment in relation to creativity.

Objectives of the study:

The following objectives have been framed for the present study:

1. To study the nature of relationship between creativity and adjustment;
2. To find out the relationship between adjustment and creativity; high/low
3. To find out the relationship between adjustment and creativity (sex-wise); high/low.

Assumptions and Hypothesis:

Keeping in view the objectives of the study, the following hypothesis have been formulated for this study:

1. Children having high adjustment will have high creativity;
2. Boys having high adjustment will have high creativity than girls.

Design of the study:**Sample:**

The pupils numbering 887 ranging in age from 11+ to 14+ years, of classes VI, VII and VIII of six institutions both rural and urban, boys and girls, Government and private of Kashmir Province were taken as the sample for the present study.

Tools used:

The tests selected on the basis of feasibility and comprehensibility of the students were administered on them. The normal procedure for administering standardized tests were adopted by the investigator. The tools used in this study are described briefly as under:

California Test of Personality:

The California Test of Personality developed by Thorpe, Louis P. and et al (1953) has been employed to collect the data on maladjustment. The main purpose of this test is to provide the data for aiding individuals to maintain or develop a normal balance between personal and social adjustment. It helps in identifying the types of maladjustment from which a student may be suffering. Individual reactions to items are obtained, not primarily for usefulness of total or section scores but to detect the areas and specific types of tendencies to think, feel and act which reveal undesirable individual adjustments. The test has 144 items, 72 are related to personal adjustment and 72 are related to social adjustment and each item is considered right or wrong. No partial credits are given for partial answers. The reliability coefficients of this test range from .59 to .94

Verbal Test of Creative Thinking:

Verbal Test of Creative Thinking prepared by Mehdi (1973) to identify creative talent was used to collect the data on creativity. The types of tasks involved in the test have been chosen so that they could be most easily and economically administered over a wide-range of sample starting from middle school and going up to the graduate level. This test includes four sub-tests, namely, consequences test; unusual uses test; similarity test and product improvement test. The test yields three types of scores, i.e., fluency, flexibility and originality and scores thus obtained are converted into standard scores for statistical analysis. The coefficients of reliability of this test range from .92 to .96 and the validity coefficients for the total creativity scores are high enough and significant beyond .01 level of confidence.

Analysis of Data and Results:

Procedure adopted for the selection of pupils of high and low adjustment.

The Ss' falling above and below median were considered as having high and low adjustment. The median was considered as the cut-point.

In order to study the significance of difference between means of high and low pupils with respect to creativity, 't' was used and the hypotheses were tested with the help of 't' test. Again the coefficients of correlation between adjustment and creativity were calculated through Product Moment Method.

Thus, the data collected have been put to statistical analysis. Table 1 shows that 't' value of creativity for the whole sample both boys and girls combinedly.

Table 1. Significance of Difference between the Means of Creativity for Adj. 1 and Adj. 2 Groups.

Groups	N	Mean	S.D	df	t-value	Level of significance
Adj. 1	432	16.31	1.37	85	1.48	N.S
Adj.2	455	12.44	1.13			

Adj. 1 stands for pupils with high adjustment.

Adj. 2 stands for pupils with low adjustment.

The above table shows that the 't' value is 1.48 which is not significant either at .05 or .01 levels. However, the difference between these two groups favour Adj. 1 group which indicates the positive relationship of creativity and adjustment. Table 2 shows the mean difference of creativity for boys.

Table 2. Significance of Difference between the Means of Creativity for Adj. 1 and Adj. 3 Groups.

Groups	N	Mean	S.D	df	t-value	Level of significance
Adj. 1	224	11.08	5.16	518	0.37	N.S
Adj. 3	296	11.92	6.25			

Adj. 1 Stands for Boys with high adjustment.

Adj. 2 stands for pupils with low adjustment.

The above table shows that the 't' value is 0.37 which is not significant at either level, viz., .05 and .01 levels. Thus, the table reveals that the relationship between creativity and adjustment with respect to boys is positive but not significant. Table 3 shows the significance of difference between the means of creativity for girls which follows.

Table 3. Significance of Difference between the Means of Creativity for Adj. 2 and Adj. 4 Groups.

Groups	N	Mean	S.D	df	t-value	Level of significance
Adj. 2	208	14.25	5.81	365	3.74	0.01

Adj. 4	159	9.90	6.49			
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Adj. 2 stands for girls with high adjustment.

Adj. 4 standards for girls with low adjustment.

Table 3 shows that the ‘t’ value is 3.74 which is significant at .01 level. Thus, it can be inferred that positive and significant relationship is exhibited by the girls on creativity and adjustment variables. The next table 4 which follows shows the coefficients of correlation of creativity with adjustment.

Adjustment				
Variable	N	Coefficients of correlation	df	Level of significance
Creativity	887	.0785	885	N.S
	520	.0497	518	N.S
	367	.0940	465	.05

The above table shows that only one coefficient of correlation of correlation with respect to girls’ group is .0940 which is significant at .05 level. Thus, it was found that the relationship between creativity and adjustment in the case of girls was positive and significant at .05 level and in the case of boys’ group, the relationship has been traced as positive but not significant at either level, i.e., .05 or .01 levels.

Discussion:

Several studies have reported that gifted individuals are often socially maladjusted, unbalanced and sometimes pathological (Dabrowski, 1963 and 1964). Borzým (1976) reported that social and emotional adjustment of gifted children is directly related to conditions provided by their home and school and in case of maladjustment, the difficulties are often confined to some part of personality or behaviour but could spread if no timely action was taken. Several researchers have indicated that emotional security and mental stability are some of the characteristics of high creative individuals (Maslow, 1945; Andrews, 1961; Butchar, 1968; Lytton, 1971). Researchers in India have also arrived at the same conclusions (Raina, 1968: Restogi and Nathawat, 1982).

In this study the following findings are reported:

- (1) Pupils were not found to differ significantly on adjustment with respect to creativity. However, a positive relationship does exist between the two.
- (2) The positive and significant trend observed favours the adjustment of girls’ group.

Educational Implications:

It is a long cherished goal of education to help pupils in developing creative thinking abilities. All efforts to establish conditions for creative learning may fail unless classroom teachers are able to establish creative relationships with pupils on the one hand and among pupils on the other hand. Second, such programmes may be taken in hand in schools so as to help pupils to develop creative thinking abilities. These programmes shall include cooperative activity planning, remedial classroom programmes, extracurricular activities, talent orientation and guidance and counselling programmes. Further, without creative potential it is not possible for our society which is yet in a state of developing can compete with other developed societies.

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