

A Junior High Level Investigation on the Incidence of Maladjustment in Relation to Innovation

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Abstract:

Nature's gift of creativity is one of a kind. It is a highly valued human attribute that has long been acknowledged to have an impact on scientific, technical, artistic, and other realms of human endeavour. The relevance of creativity has never been underestimated by psychologists in general, despite the fact that it has not received the attention it deserves thus far. Guilford commented against the scientific community's disregard of this crucial idea of creativity in his 1950 Presidential Address to the American Psychological Association.

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

Introduction:

Today, all nations, large and small, wealthy and impoverished, established and emerging, believe that the preservation and correct application of creative potential are critical for national growth. Only when the potential creativity of society's members is fostered and used constructively can the individual and society anticipate optimum gain. For the purpose of expanding the scope of creativity education, it may be stated that education should assist in providing 'psychological safety' and 'psychological freedom' to the creative individual, which in turn involves entire environmental adaptation. Social

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adjustment, after familial adjustment, is the most significant aspect of a child's existence. If an individual can perform well in social or group contexts, his personality develops. Dissatisfaction leads to tensions and anxiety, and in severe circumstances, it can lead to a variety of personality issues such as retreat or anti-social inclinations.

The current researcher looked at the adjustment of Middle School students in terms of creativity.

Objectives of the study:

The following goals have been set for this investigation:

1. To investigate the nature of the interaction between creativity and adjustment;
 2. To determine the relationship between adjustment and creativity; and
 3. To determine the association between adjustment and creativity; high/low
3. To determine whether there is a link between adjustment and creativity (in terms of gender); high/low.

Assumptions and Hypothesis:

The following hypothesis has been developed for this investigation, keeping in mind the study's objectives:

1. Children with a high level of adjustment will be more creative;
2. Boys with a high level of adjustment will be more creative than girls.

Design of the study:

Sample:

The sample for this study consisted of 887 students ranging in age from 11 to 14 years old, from classes VI, VII, and VIII of six institutions in Kashmir Province, including

rural and urban, males and girls, government and private.

Tools used:

They were given exams that were chosen for their practicality and comprehensibility by the pupils. The investigator followed the typical process for conducting standardised exams. The following are a few of the tools employed in this study:

California Test of Personality:

The data on maladjustment was collected using the California Test of Personality created by Thorpe, Louis P., and et al (1953). The major goal of this exam is to offer information that will help people maintain or establish a healthy balance of personal and social adjustment. It aids in detecting the many sorts of maladjustment that a student may be experiencing. Individual responses to items are acquired not only for the purpose of determining the usefulness of total or section scores, but rather to identify areas and particular types of thinking, feeling, and acting inclinations that reflect undesired individual modifications. The exam consists of 144 items, 72 of which are connected to personal adjustment and 72 to social adjustment, with each item having a correct or wrong answer. Partial answers do not receive partial credit. This test's reliability coefficients vary from .59 to .94.

Verbal Test of Creative Thinking:

The data on creativity was gathered using Mehdi's (1973) Verbal Test of Creative Thinking, which was designed to assess creative potential. The test's tasks were designed so that they could be administered in the most convenient and cost-effective way

possible to a wide variety of students, from middle school to graduate school. Consequences test, unexpected uses test, similarity test, and product enhancement test are the four sub-tests of this exam. The exam generates three sorts of results: fluency, flexibility, and originality, which are then translated to standard scores for statistical analysis. The test's reliability coefficients vary from .92 to .96, and the validity coefficients for overall creative scores are high enough and substantial to be significant above the .01 level of confidence.

Analysis of Data and Results:

For the selection of pupils with high and poor adjustment, a procedure was used. The Ss that were above and below the median were categorised as having high and low adjustment, respectively. The cut-point was determined to be the median. The 't' test was used to investigate the significance of the difference in means between high and poor children in terms of creativity. The hypotheses were evaluated using the 't' test. The Product Moment Method was used to calculate the coefficients of correlation between adjustment and creativity once more.

As a result, the data gathered has been statistically analysed. Table 1 displays the 't'

value of originality for the entire sample, which includes both boys and females.

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	43	16.3	1.3	84	1.47	N.S
Adj. 2	13	8	8			
	45	12.4	1.1	4		
	4	5	4			

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	223	11.07	5.15	517	0.36	N.S
Adj. 3	295	11.91	6.24			

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	209	14.24	5.82	364	3.73	0.02
Adj. 4	158	9.91	6.48			

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	886	.0784	884	N.S
	521	.0496	517	N.S
	366	.0941	467	.049

The above table shows that only one coefficient of correlation of correlation with respect to girls’ group is .0941 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 .049 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). Borzym (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 has long been an objective of education to assist students in developing creative thinking skills. All efforts to create conditions for creative learning may fail if classroom teachers are unable to form creative relationships with students on the one hand, and among students on the other. Second, such programmes may be used in schools to assist students in developing creative thinking skills. Cooperative activity planning, remedial classroom programmes, extracurricular activities, talent orientation, and guidance and counselling programmes are all part of these programmes. Furthermore, our culture, which is still evolving, will be unable to compete with other sophisticated societies if it lacks creative capacity.

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