

## Creativity of Secondary School Students in Relation to Their Adjustment: A Study in The North West Educational Block of Jorhat District, Assam

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### I. INTRODUCTION

Creativity is understood as a process which produces something new as well as useful. It is the process of developing original, novel and yet appropriate response to a problem. The etymological root of the word 'creativity' is in the Latin word 'creatus' meaning to have grown. Creativity was also believed to be human gift, a rare quality of distinguished individuals with inborn talent. Creativity is not confined to any individual, groups of individuals, caste, colour or creed. It is universal and is not bound by the barriers of age, location or culture. Every child is creative to some extent. The amount of creativity and its dimensions vary from individual to individual.

The creative individual possesses some unique psychological characteristics. The process of adjustment of these children is different from others. Research revealed that there is relationship between creativity and adjustment. Adjustment may be defined as a process of altering behaviour to reach harmonious relationships with the environment. Adjustment is not unidimensional. It involves emotional, social, personal, educational adjustment. Various components of creativity are related to total, social, and educational aspects of adjustment. Generally it is seen that creative individuals have less emotional, social, personal and educational adjustment than others. Again, there is difference among highly creative, average creative and less creative regarding their adjustment.

#### **1.1 Statement of the Problem:**

Considering the above discussion the present study is entitled as "Creativity of Secondary School Students in relation to their Adjustment: A Study in the North West Educational Block of Jorhat District, Assam."

#### **1.2 Operational definitions of the important terms used in the study:**

The operational definitions of the important terms used in the study are given below:

**1.2.1 Creativity:** In the present study, creativity refers to a multidimensional (verbal and non-verbal) attribute 'differentially' distributed among school students and includes chiefly the factors of seeing problems, fluency, flexibility, originality, inquisitiveness and persistence.

**1.2.2 Adjustment:** In the present study, adjustment refers to only those areas of adjustments which are related to emotional, social and educational aspects. The adjustment of highly creative, average creative and less

creative is studied in the present study. The relation between creativity and adjustment is also studied here.

**1.2.3 Secondary School:** Secondary schools in the present study include those governments and provincialised schools of North West educational block of Jorhat district having the classes of IX, X, XI, and XII and offer the curriculum prepared by SEBA (Board of Secondary Education, Assam).

#### **1.3 Significance of the study:**

It is the creativity that has enhanced the quality of life as well as every aspect of life. Creative children are assets to the society. Development and progress in various field depends on these children. Today's competitive world requires a competitive brain, for which creativity is the most important factor. We are living in the age of creativity. It is the most crucial factor for future success. We must try to develop creativity in all children so that they may excel in their field of interest and can lead the nation ahead. The creative act affects enormously not only scientific and technological progress, but society in general. In any stage of education this aspect of creativity could be found. The society has to take care of the creativity amongst every individual right from the childhood and strive for its development amongst the individual's right from the first stage of the formal education. In the Indian system of education, there are several stages of education as such the primary, secondary, higher secondary and higher education. Of the different stages of education, the secondary school plays an important role in education and the development of the individual. Hence it is important to develop the creativity of the secondary school students at this level. Creativity does not exist in the same proportion among the secondary school students. It becomes necessary to know the creativity existing in the secondary school students. Creativity is the root towards progress. The secondary school students bear several psychological variables. Thus, it is necessary to know if the creativity effect on the psychological variables as such adjustment. As creative children are exceptional from the general children, so the study of adjustment of creative children is an important matter of study. Moreover different studies indicate the different relationship between creativity and adjustment. Though some work has been done in this field but no study has been done on creativity of secondary school students of North West educational block of Jorhat district, Assam. Thus, for these reason, researchers undertook this problem.

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## II. OBJECTIVES

The major objectives of the present study were:

- 2.1 To study the Relationship between Creativity and Adjustment of Secondary School Students
- 2.2 To study the relationship between creativity and adjustment of-
  - a) Highly creative secondary school student.
  - b) Average creative secondary school student.
  - c) Less creative secondary school student.
- 2.3 To compare the adjustment of-
  - a) Highly creative boys and girls.
  - b) Average creative boys and girls.
  - c) Less creative boys and girls.

## III. HYPOTHESES

The hypotheses of the present study were as follows:

- 3.1 There is no significant relationship between creativity and adjustment of Secondary School Students.
- 3.2 There is no significant relationship between creativity and adjustment of-
  - a) Highly creative students.
  - b) Average creative students.
  - c) Less creative students.
- 3.3 There is no significant difference between-
  - a) Highly creative boys and girls with respect to adjustment.
  - b) Average creative boys and girls with respect to adjustment.
  - c) Less creative boys and girls with respect to adjustment.

## IV. DELIMITATION OF THE STUDY

Though the scope and purpose of the present study was very wide but due to shortage of time, the researcher had to delimit the present study in the following respect:

- 4.1 The present study is confined to the Assamese medium high schools and higher secondary schools under North West educational block of Jorhat district only.
- 4.2 Only 150 secondary school students have been included in the study.
- 4.3 To explore the Creativity and Adjustment of secondary school student, only one tool for each variable have been used. These tools are as follows:
  - a) Passi Test of Creativity-verbal & non verbal (PTC)
  - b) Adjustment Inventory for School Children (AISS)

## V. METHODOLOGY AND PROCEDURE

### 5.1 Method used:

Keeping in view the nature and objectives of the present study and data collected, the researcher adopted descriptive survey method.

### 5.2 Population:

The population of the present study comprised of all the class X students studying in the government and provincialised secondary schools (high schools and higher secondary

schools) under North West educational block of Jorhat district, Assam.

### 5.3 Sample:

In the present study, purposive sampling technique was used to select the secondary schools of North West educational block of Jorhat district and incidental sampling technique was used in order to select the sample i.e. 150 class X students studying in the secondary schools of North-West educational block of Jorhat district. There are total 27 secondary schools under North-West block of Jorhat district out of which 6 schools were selected for data collection. From these 6 schools total 150 students were selected. Out of these 150 students 75 were girl and 75 were boy students.

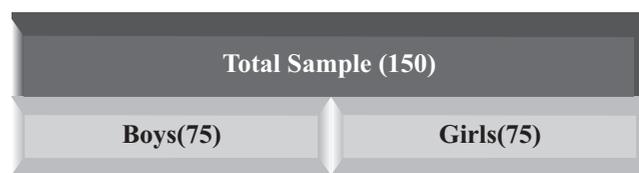


Figure 5.1: Sample of the Present Study

### 5.4 Tools used:

In order to collect data, two different tools were used in the present study. They were Passi Test of Creativity-verbal & non verbal (PTC), and Adjustment Inventory for School Children (AISS). PTC is a test battery developed and standardized by Dr. B.K. Passi. It includes six sub-test. The first three tests are verbal in nature. The last three tests can be classified as partially non-verbal for simple reason that the test materials of these three tests present the non-verbal stimuli. Again, the first four tests can be administered in group and other two tests can be administered individually. Usually an individual takes about 50 minutes in completing this test. Again, AISS is developed and standardized by Prof. A. K. P. Sinha and Prof. R. P. Singh. The AISS measure three dimensions of Adjustment viz. Emotional, social and educational. In the final form of this inventory sixty(60) items with two(2) alternative answers 'YES' or 'NO' has been included. It has no time limit for answering but usually an individual takes 10 minutes in completing the test. This inventory can be administered individually as well as in a group.

### 5.5 Statistical Technique used:

Both descriptive and inferential statistical techniques were used to analyse the data for the present study. These are- Percentage, Mean (M), Standard Deviation (SD), Percentile Point, Product-moment coefficient of correlation, and 't' test.

**Percentile** are the points which divide the entire scale of measurement into 100 equal parts. The percentile point of P67 and P33 has taken into consideration to divide the creativity of secondary school students into high, average and less creative groups. Students who get above 67 percentile were considered as highly creative, less than 33 percentile were considered as less creative, and between 67 and 33 percentile were considered as average creative. These percentile norms were taken arbitrarily.

**VI. ANALYSIS, INTERPRETATION AND DISCUSSION**

Analysis and interpretation of data of the study are presented under the following headings:

**6.1 To study the Relationship between Creativity and Adjustment of Secondary School Students**

H<sub>1</sub>: There is no significant relationship between Creativity and Adjustment of Secondary School Students.

**TABLE NO. 6.1**

Table shows N, 'r' value and level of significance between Creativity and Adjustment of Secondary School Students

Sl. No.	Variables	Sample	No. of Students	'r' value	df	Level of significance
1	Creativity	Secondary School Students	150	0.58	148	Significant at 0.05 level
2	Adjustment					

The co-efficient of correlation between creativity and adjustment of secondary school students is 0.58. It is a positive and high correlation. From the table it is observed that the calculated 'r' value ('r'=0.58) is more than the tabulated value. So, the null hypothesis is rejected i.e. there is a significant relationship between creativity and adjustment of secondary school students.

**6.2 To study the Relationship between Creativity and Adjustment of Highly Creative Secondary School Students**

H<sub>2</sub>: There is no significant relationship between Creativity and Adjustment of Highly Creative Students.

**TABLE NO. 6.2**

Table shows N, 'r' value and level of significance between Creativity and Adjustment of Highly Creative Secondary School Students

Sl. No.	Variables	Sample	No. of Students	'r' value	Level of significance
1	Creativity	Highly creative Secondary School Students	23	-0.21	Not significant at 0.05 level
2	Adjustment				

The co-efficient of correlation between creativity and adjustment of highly creative secondary school students is -0.21. It is a negative and low correlation. From the table it is observed that the calculated 'r' value ('r'=-0.21) is less than the tabulated value (0.42 at 0.05 level of significance against 21 degrees of freedom). So, the null hypothesis is accepted i.e. there is no significant relationship between creativity and adjustment of highly creative students. The findings of the present objective contradict the findings of the study of Nathawat (1977). In his study he found significant relationship in the areas of home, health, emotion, and school among the high creative, moderate creative and low creative individuals. Likely the study of Nami, Marsooli and Ashouri (2014) also contradict the finding of the present objective.

**6.3 To study the Relationship between Creativity and Adjustment of Average Creative Secondary School Students**

H<sub>3</sub>: There is no significant relationship between Creativity and Adjustment of Average Creative Students.

**TABLE NO. 6.3**

Table shows N, 'r' value and level of significance between Creativity and Adjustment of Average Creative Secondary School Students

Sl. No.	Variables	Sample	No. of Students	'r' value	Level of significance
1	Creativity	Average Creative Secondary School Students	69	-0.07	Not significant at 0.05 level
2	Adjustment				

The co-efficient of correlation between creativity and adjustment of average creative secondary school students is -0.07. It is a negative and very low correlation. From the table it is observed that the calculated 'r' value ('r'=-0.07) is less than the tabulated value (0.23 at 0.05 level of significance against 67 degrees of freedom). Therefore, the null hypothesis is accepted i.e. there is no significant relationship between creativity and adjustment of average creative students. The study of the present objective also contradicts the studies of Nathawat (1977), Nami, Marsooli and Ashouri (2014).

**6.4 To study the Relationship between Creativity and Adjustment of Less Creative Secondary School Students**

H<sub>4</sub>: There is no significant relationship between Creativity and Adjustment of Less Creative Students.

**TABLE NO. 6.4**

Table shows N, 'r' value and level of significance between Creativity and Adjustment of Less Creative Secondary School Students

Sl. No.	Variables	Sample	No. of Students	'r' value	Level of significance
1	Creativity	Less Creative Secondary School Students	58	0.42	Significant at 0.05 level
2	Adjustment				

The co-efficient of correlation between creativity and adjustment of less creative secondary school students is 0.42. It is a positive and low correlation. From the table it is observed that the calculated 'r' value ('r'=0.42) is greater than the tabulated value (0.25 at 0.05 level of significance against 56 degrees of freedom). Therefore the null hypothesis is rejected i.e. there is a significant relationship between creativity and adjustment of less creative students. The findings of this objective support the findings of the other studies. In the study of Nami, Marsooli and Ashouri (2014) found positive significant relationship between creativity and adjustment. Likely, Nathawat (1977) also found the same result.

### 6.5 Comparison between Highly Creative Boys and Girls with respect to Adjustment

H<sub>5</sub>: There is no significant difference between Highly Creative Boys and Girls with respect to Adjustment

**TABLE NO. 6.5**

Table shows Mean, Standard Deviation, 't' ratio and significance of level of Highly Creative Boys and Girls with respect to Adjustment

Sl. No.	Sample	No. of Students	Mean	Standard Deviation	't' value	Df	Level of Significance
1	Highly Creative Boys	11	12.64	2.80	1.28	21	Not significant at 0.05 level
2	Highly Creative Girls	12	11.08	3.03			

The respective Mean and SD for the highly creative boys are (N=11, M=12.64, SD=2.80) and for the highly creative girls are (N=12, M=11.08, SD=3.03). The 't' ratio is ('t'=1.28).

From the table it is observed that the calculated 't' value ('t'=1.28) is less than the tabulated value (2.08 at 0.05 level of significance against 21 degrees of freedom). So, it is not significant and it may be inferred that highly creative boys do not differ significantly from the highly creative girls with respect to adjustment. So, the null hypothesis is accepted. Hence there is no significant difference between highly creative boys and girls with respect to adjustment. The result of the present objective supports the results of the Asha, C. B. (1978). She found none of the group classified on the basis of creativity showed significant difference in health, social and school adjustment areas, for boys and girls.

### 6.6 Comparison between Average Creative Boys and Girls with respect to Adjustment

H<sub>6</sub>: There is no significant difference between Average Creative Boys and Girls with respect to Adjustment

**TABLE NO. 6.6**

Table shows Mean, Standard Deviation, 't' ratio and significance of level of Average Creative Boys and Girls with respect to Adjustment

Sl. No.	Sample	No. of Students	Mean	Standard Deviation	't' value	df	Level of Significance
1	Average Creative Boys	36	17.03	1.65	0.68	67	Not significant at 0.05 level
2	Average Creative Girls	33	16.67	2.62			

The respective Mean and SD for the average creative boys are (N=36, M=17.03, SD=1.65) and for the average creative girls are (N=33, M=16.67, SD=2.62). The 't' ratio is ('t'=0.68).

From the table it is observed that the calculated 't' value ('t'=0.68) is less than the tabulated value (2.01 at 0.05 level of significance against 67 degrees of freedom). So, it is not significant and it may be inferred that average creative boys do not differ significantly from the average creative girls with respect to adjustment. So, the null hypothesis is accepted.

Hence there is no significant difference between average creative boys and girls with respect to adjustment. The results of this objective also support the findings of the study of Asha (1978).

### 6.7 Comparison between Less Creative Boys and Girls with respect to Adjustment

H<sub>7</sub>: There is no significant difference between Less Creative Boys and Girls with respect to Adjustment.

**TABLE NO. 6.7**

Table shows Mean, Standard Deviation, 't' ratio and significance of level of Less Creative Boys and Girls with respect to Adjustment

Sl. No.	Sample	No. of Students	Mean	Standard Deviation	't' value	Df	Level of Significance
1	Less Creative Boys	28	19.79	2.96	0.34	56	Not significant at 0.05 level
2	Less Creative Girls	30	19.5	3.51			

The respective Mean and SD for the less creative boys are (N=28, M=19.79, SD=2.96) and for the less creative girls are (N=30, M=19.5, SD=3.51). The 't' ratio is ('t'=0.34).

From the table it is observed that the calculated 't' value ('t'=0.34) is less than the tabulated value (2.00 at 0.05 level of significance against 56 degrees of freedom). So, it is not significant and it may be inferred that less creative boys do not differ significantly from the less creative girls with respect to adjustment. So, the null hypothesis is accepted. Hence there is no significant difference between less creative boys and girls with respect to adjustment. The finding of the present study also supports the findings of Asha (1978).

## VII. CONCLUSION

Creativity is a mental and social process involving the generation of new ideas or concepts. It refers to some sort of originality to be found in anyone. Creativity does not exist in the same proportion amongst the individual. Some may be highly creative, some average creative and some may be less creative. It is the duty of parents and teachers to provide support for creative development and help the child to understand the divergent thought and to communicate his ideas freely. They should provide conducive environment and guidance and should recognize the individuals' creative talent. It is seen that adjustment affects on creativity of students. In this present study, it is also seen that creativity and adjustment of highly creative and average creative students are negatively correlated. Although in case of less creative student, there is significant relationship between creativity and adjustment but it is also a low correlation. From this it is obvious that creative children are less adjusted. It is also seen that the adjustment of creative boys and girls are same.

Though various studies are done on creativity, adjustment of students, but these are not enough in this regard. Today's competitive world requires a competitive brain, for which creativity is the most important factor. So it is necessary to done lots of researches in this field so that one can find the creative talents and provide them necessary facilities for their development. It is the duty of parents, teacher, administrators

as well as other person to take care of them in a proper way so that creative children become more creative and bring progress and development to the society.

### VIII. REFERENCES

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