

# Adjustment in Relation to Creativity and Socio-Economic Status

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*The present study focused on the adjustment in relation to creativity and socioeconomic status of graduate student of Sambalpur university Odisha .The data were collected from two hundred students of Sambalpur University by using the Wallach Cogan test of creativity constructed and standardized by Wallach and Kogan , the adolescent adjustment inventory prepared by N.Y.Reddy and socio economic status scale constructed and standardized by S.N.Rao The data were analyzed by using the statistical procedure three way analysis of variance was applied to interpret the data .The result show that boys and girls student did not differ significantly in their adjustment capacity .The high creative student were more adjustable than the low creative student .Student belonging to high socio economic status and low socio economic status did not differ in their adjustment capacity .*

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## **Introduction:**

Among the animate and inanimate things man is considered as the supreme being. It is only due to his power of thinking and reasoning .One of the important aim of education is to help the individual for the better adjustment with his environment .It lead to happiness of the individual .Development and progress in various field of national life depends on creative children .We must try to develop creativity of the students. So that they may excel in their field of interest

and can lead the nation ahead .Though the college is a mini form of society .The boys and girls having different nature and social status .Therefore, they are different in their adjustment, creative potentialities and different socioeconomic status in the society .A creative as well as adjusted human being perform an important role in the society .Both of these factors fully depend on good socioeconomic status of an individual. So a well adjusted and creative person should have good socioeconomic

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status in the society.

Etymologically, the concept of adjustment is originally biological as propounded in Darwin's theory of natural selection and adaptation. The concept of adaptation was borrowed by psychologist and name as adjustment.

Adjustment as to be understood as a means "to fit", to adopt, or to accommodate. Gates and Jersild as well as Crow and Crow take adjustment as a signal of harmonious relationship between a man and his environment. One has to fit himself in the prevailing circumstances. For this a person change his nature in order to fit himself in the realm of nature. Thus the process of adjustment is a continuous process.

Lindgreen (1959) defined adjustment as the act or process of establishing a satisfactory psychological relationship between the individual and his environment. Gates and Jersild (1973) defined adjustment as a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment.

Pathak (1970) studied the sex difference among school children in the area of adjustment and found that boys were emotionally better adjusted than girls.

Yamamoto (1960) has remark that creativity is like an elephant which blind man, have been touching and describing in their own eyes, but agreement is lacking about it meaning and nature. Srivastava and Srivastava (1977) study creativity as a function of adjustment and anxiety to find out the individual differences in creativity levels. He found that more creative persons were less anxious than the less creative one. More creative person are better adjusted than less creative man and good adjustment and low anxiety levels are necessary for high creative abilities.

Pareek (1966) study the development of creative thinking at different age levels and to study the relationship creative thinking and other factors and he found that there was no significant difference in creative thinking between boys and girls of different age ranges. Lalithamma (1973) conducted study of high school adolescent. They were tested for self concept and creativity. No mean difference were found among the group in self concept, but over achiever are more creative. Kauser (1986) conducted study on children curiosity and it relationship to intelligence, creativity and personality, found that curiosity was a combined effect of the variable intelligence, creativity extraversion and neuroticism. Mehdi (1986) in his study found that the correlation between creativity and intelligence are significant but considerably low. Both boys and girls were seem to be sociable. Raina studies the comparative performance of boys and girls. The result of this study showed that males are more creative than females on the figural test and on the part of the verbal form. The finding of this study are corroborated by the findings of Prakash (1966).

The term socio economic status is broadly defined to include the, social, educational, professional and economic status of the parents. Good defined socioeconomic status as the level in distractive of both social and economic privileges of an individual. Raina (1968) studied creativity and socio-economic status. He found significant difference in socio-economic status of high creative and low creative high school students'. Motto (1971) conducted a study in Kurukshetra University to find out the differences of adjustment of different level of general intelligence and socio-economic status among urban adolescent boys and girls. He

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found that there was no significant difference in the social adjustment of boys and girls at middle higher level of intelligence

Chopra (1969) studied the relationship between the socio-economic background and achievement. He found that higher socio-economic group students were significantly higher than those of the student's from the middle and low socio-economic groups. This study reveals that there is a positive relationship socio-economic background and achievement in English mathematics and science.

Adjustment of student in college level depend upon their socio-economic status, creative potentialities, impact of family environment, impact of the environment of educational institution and so on. Therefore a person having high socio-economic status may be rich in his way of thinking and reasoning by which he become well adjusted in educational institution as well as in the society. That the investigator got tempted to take up such a problem in which he want to study whether the adjustment of an individual depend on his creative spark and socio-economic status or not. If yes to what extent it depends on those factors.

### **Objectives of the Study:**

- 1 To study the significant difference in the adjustment capacity of boys and girls.
- 2 To study the significant difference in adjustment capacity of high creative and low creative Student.
- 3 To study the significant difference of students belonging to high socio-economic status and low socio-economic status.
- 4 To study the interactional effect of sex, creativity and socio-economic status on adjustment scores of the student.

### **Hypothesis:**

- 1 There is no significant difference between adjustment scores of boys and girls students
- 2 There is no significant difference between adjustment scores of high and low creative student.
- 3 There is no significant difference between adjustment scores of students belonging to high socio-economic status and low socio-economic status.
- 4 There is no significant interactional effect of sex, creativity, and socio-economic status on adjustment scores of the student.

## **METHOD**

### **Sample:**

The population of the study constituted all the students of various colleges affiliated under Sambalpur University. The present study the investigator selected a sample of 200 graduate students of Sambalpur University. The sample was drawn by random technique of sampling.

### **Tools:**

The investigator selected the following tools for the present study.

- 1 Adolescent Adjustment Inventory by N.Y Reddy.
- 2 Wallach-kogan Test of Creativity.
- 3 Socio-economic status scale by S.N.Rao.

The investigator has taken the statistical technique such as mean, standard deviation, three way analysis of variance and t-ratio

## RESULTS AND DISSCUSSION

Table – 1  
Summary of 2x2x2 ANOVA

Sources of variation	df	SS	MS	F	Significant level
Sex	1	9.9	9.90	1.64	NS
Creativity	1	29.1	29.11	4.81	0.05
Socio-economic status	1	14.47	14.47	2.39	NS
Sex Creativity	1	50.91	50.91	8.41	0.05
Sex S.E.S	1	13.11	13.11	2.17	NS
Creativity S.E.S	1	4.99	4.99	<1	NS
Sex Creativity S.E.S	1	14.0	14.04	2.32	NS
Error	192	1161.49	6.05		
Total	199				

Table -1 Reveal that the null hypothesis is not rejected at 0.01 level of significance. It signifies that sex as a single main variable does not show any significant difference on the adjustment of graduate boys and girls. There no significant difference in adjustment among graduate boys and girls. Creativity as single variable show significant differences on the adjustment of students. In order to interpret the adjustment among high creative students and low creative students mean score were calculated.

Table -1 Indicate that the mean scores of high creative students were more than the low creative students. It mean that high creative students are more adjusted than the low creative

students. Srivastava and Srivastava (1977) also found the same results in his studies, which approve our findings. Socio-economic status as a variable which does not show any significant difference on the adjustment of graduate students. It means that there existed no significant difference in adjustment among graduate students coming from both high and low socio-economic statuses.

Table -1 Indicates that 'F' ratio=8.41 for interaction between sex and creativity is significant at 0.05 level. This means that there is a particular combination between sex and creativity where the mean adjustment scores are the highest. This significant F- ratio has been supplemented with t-test.

Table-2  
**Showing Percentage of Students response on high and low economic Status  
 With respect to Gender and High and low creativity**

	Boys		Girls		Total
	High Creative	Low Creative	High Creative	Low Creative	
High socio-economic status	98.18 N=22	93.55 N=33	100.57 N=21	100.73 N=33	98.01 N=109
Low socio-economic status	102.28 N=18	89.19 N=27	94.25 N=24	96.55 N=22	94.89 N=91
Total	100.03 N=40	91.59 N=60	97.20 N=45	99.06 N=45	N=200

Table-3  
**Mean and t-ratio with respect to creativity and gender**

Groups	Mean Score	t-ratio	Significant level
High creative boys v/s High creative girls	100.03 v/s 97.20	5.34	0.05
High creative girls v/s Low creative boys	97.20 v/s 91.59	11.45	0.05
Low creative boys v/s Low creative girls	91.59 v/s 99.06	16.24	0.05
High creative boys v/s Low creative girls	100.03 v/s 99.03	1.90	NS

Due to the significant difference between the adjustment score of high creative boy's v/s high creative girls, high creative girl's v/s low creative boys and low creative boys v/s low creative girls bring significant interactional effect of sex and creativity on adjustment score on students. High creative boys were more adjusted than the low creative boys and high creative boys were more adjusted than the high creative girls.

Both sex and socio-economic status do not cost any impact on adjustment. Creativity and socio-economic status also do not have any significant effect on adjustment. Sex creativity and socio-economic status does not seem to show any significant interaction on the adjustment of graduate students.

**Conclusion:**

From the result it is evident that creativity

and socio-economic status are essential for the improvement in adjustment of a student .A creative person is well adjusted in a society .For the well adjustment of the students, the creative potentialities in them should be identified, so that the individual may be encouraged to adjust himself in the society, home and educational institution. The relationship between sex and creativity shows that there is a interlink between them. This implies that teacher administrator and parents should give proper and adequate stress on creativity and create condition for good adjustment of students so they may have better socio-economic status in the society. Creative students both boys and girls should be encouraged through our educational system and they inspired them to come forward for taking the nation ahead

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