

# Creativity in Relation to Anxiety and Adjustment

Dr. Harpreet Kaur  
Associate Professor  
Khalsa College Of Education  
Amritsar

**Abstract:**The main research interest in this field from educational point of view is to see how desirable but rare traits of a creative person interact with other personality variables, cognitive and affective dimensions of learning and development, the environment at school, home and general social milieu in order to trace its possible causal and supportive factors. In the present study Anxiety and Adjustment were studied as correlates of creative thinking of adolescents and it was found that less anxious children are more creative, high creative individuals tend to be slightly mal adjusted, boys and girls do not differ on creativity, anxiety and adjustment.

**Introduction:**Education is essentially a process which should develop reflective and creative thinking. Such reflective creative ideation is a vital ingredient of human progress. In all human activities scientific, political, social, economic, religious and aesthetic, creativity generates innovations, new vistas, wonders and miracles. Creativity is an ability which enables the human beings to make new inventions and helps them in finding solutions to challenging problems and makes the life worth living. However, creativity cannot be considered as a unitary trait but is a composite of various specific abilities and personality traits. Mednick (1964) could get 395 different meanings in response to the stimulus word 'creativity'. Creativity is breaking away from old and making something new.

The main research interest in this field from educational point of view is to see how desirable but rare traits of a creative person interact with other personality variables, cognitive and affective dimensions of learning and development, the environment at school, home and general social milieu in order to trace its possible causal and supportive factors. Non cognitive variables like Anxiety and Adjustment of an individual may have some influence on the creative thinking of a person. It is believed that Anxiety has a profound effect on person's ability to learn new material, to remember and recall what he has learnt. Anxiety to some extent is useful in promoting superior intellectual attainments and creative productions. It is the threshold but if it crosses certain limits it retards the growth of creative talent and becomes a negative force.

Adjustment too is not unidimensional. It involves personal, social and emotional adjustment. Creative individuals are

likely to face certain adjustmental problems, as creativity involves independence of mind and non conformity to group pressures. Various components of creativity are related to total, social and educational aspects of adjustment. So, perfect adjustment and creative accomplishment may cross each other. But some theorists are of the opinion that in the hours of crisis and turbulation, the creative individual shines.

## Objectives :

- 1.To study the relationship of Anxiety and adjustment with total creativity figural creativity and verbal creativity.
- 2.To study the sex difference in total creativity figural creativity and verbal creativity in relation to these variables.

## Hypotheses

- 1.Creativity (Total, Figural, verbal), Anxiety and Adjustment will be significantly related with each other.
- 2.Sex variations do not exist on the variables involved in the present study.

**Design of the study:** The present investigation fell in the domain of descriptive research completed with correlation technique.

**Sample:** A Sample of 200 students (both sexes) of tenth and plus one grade belonging to three schools of Amritsar city were taken.

**Tools:** To collect the desired data for the present study, the following tools were used.

Torrance's test of creativity thinking (both verbal and figural)

Sarason's General Anxiety scale for children by A. Kumar.

Adjustment inventory by H.S.Asthana.

**Statistical Analysis:** The raw scores obtained on different tests were recorded separately for boys and girls. These raw scores were transformed to t scores as the scores did not arise on a common scale.

In order to justify the parametric statistics, the basic assumptions of normalcy were tested. The results are being reported in Table 1.1.

**Table 1.1.**

Variables		Mean	Median	SD	SK	Ku
Total Creativity	X1	50.59	48.25	7.3	.96	.26
Figural Creative	X2	50.53	48.00	7.8	1.04	.27
Verbal creativity	X3	48.02	44.2	9.6	1.19	.29
Anxiety	X4	49.95	49.65	9.7	.09	.27
Adjustment	X5	50.12	47.37	9.7	.85	.26

The numerical determinants of normalcy depict the normal trend of the distribution of these variables.

The first two hypotheses were tested by calculating the zero order 'r's. The results are being reported in Table 1.2.

**Table 1.2.**

Zero order 'r's of Tcr, Fcr, Vcr, Anx and Adjustment (N=270).

Variable codes	X1	X2	X3	X4	X5
FcrX1	1	.743*	.668*	-.015	-.018
FcrX2		1	.480*	-.028	-.075
VcrX3			1	-.020	-.043
AnxX4				1	.072
Adj.X5					1

\* Significant at .01 level

Close examination of results inserted in Table 1.2 reveals that Tcr and Anx bear a correlation of the order of .015 with each other. The magnitude of the correlation indicates that Tcr and Anx bear insignificant relationship with each other however negative sign is indicative of the reverse trend in the relationship i.e. higher the anxiety, lesser will be the creative performance of the individual. However, low correlation does not highlight a categorical conclusion in this regard.

Further the examination of the correlation among Fcr, Vcr and Anx suggests that they share 'r's of the order of -.028 and -.020 respectively. Both these correlations are negative and insignificant. This further corroborates the conclusions of Tcr scores i.e. creativity, both verbal and figural and combination of both share significant but negative 'r' with Anx.

The conclusions get sustenance from the study by Maslow (1959) who reported a negative 'r' between creativity and anxiety scores. A careful analysis of the results inserted in the above table indicates that Tcr, Fcr and Vcr share correlations of the order of -.018, -.075, -.043 respectively with

Adjustment scores. All these correlations are insignificant. However negative sign is indicative of the trend that creativity (both figural and verbal) tend to share negative correlation with adjustment scores i.e. highly creative individuals tend to be maladjusted in their lives. The conclusions is supported by a number of studies Mackinnow (1962) Lindgren and Kaur (1980) who also reported a negative correlation between Adjustment and Creativity.

A close glance at the Table 1.2 also indicate that intercorrelation among Tcr, Fcr and Vcr are of the order of .743, .668, .480 respectively all these correlations are positive and significant at .01 level which project the functional unity of the creativity tests.

Anxiety and Adjustment share insignificant positive 'r' of the order of .072.

In order to examine the sex variations, the mean scores of the variable, for both the sexes were subjected to 't' test of

significance. The results of this analysis are being reported in Table 1.3.

Sex wise means, SD's and 't's for Tcr, Fcr, Vcr, Anx and Adj (NB=109) (NG=161)

**Table 1.3**

Variable codes	Means		SD's		't' value
	Boys	Girls	Boys	Girls	
X1	49.84	50.45	8.20	7.05	.630
X2	49.28	49.49	8.36	6.91	.217
X3	47.27	48.09	9.13	10.02	.695
X4	49.33	50.64	9.47	10.05	1.09
X5	50.34	49.93	9.62	9.92	.339

Examination of statistics inserted in Table 1.3 suggests that means of boys and girls for Tcr, Fcr, Vcr, Anx, Adj. were not found to be statistically significant. The mean scores of girls were higher in case of Tcr, Vcr and Fcr suggesting that the girls tended to score higher on creativity as compared to boys. They were also found to be more anxious and a less adjusted than boys. Hence our hypothesis that Sex variations do not exist on the variables involved in the present study stands accepted. Research in creativity regarding sex difference is also inconclusive.

The conclusions of this study may be summed as.

- (1) Less anxious children are more creative,
- (2) High creative individuals tend to be slightly mal adjusted.
- (3) Boys and girls do not differ on creativity, anxiety and adjustment.

### **Educational implications**

Creative children may be provided with an environment so that they remain engrossed in the creative act and forget all the worries and become indifferent to environmental pressures and pricks.

1. Creative children are non conformist and tend to view their topological field of life from different angle. So permissive environment in the institutions should be provided.
2. Boys and girls should be provided equal opportunities to express their creativity.

### **References :**

- [1] Kaur, R. (1980). A Study of Creative Thinking of IX grade Boys in relation to their problems and adjustment. M.Phil Dissertation, Punjab University.
- [2] Mac Kinnow, D.W. (1962). The Nature and Nurture of creative talent. Am Psychol Vol. 17. P. 484-495.
- [3] Mastow, A. M. (1963). The creative Attitude. The structurist. Vol. 3, P. 4-10.
- [4] Mednick, S.A. (1962). The Associative basis of the creative process. Psychological Review, Vol. 69, P. 220-232.