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A study of relationship between adjustment and creativity of B.Ed. trainees

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Abstract

The present study aimed to compare creativity and adjustment of B.Ed. trainees. To this end, a total of 160 students along with female students were selected using random sampling method. The subjects were evaluated using "Baquer mehdi for creativity and A.K.P. Sinha and R.P. Singh scale for adjustment. To describe the obtained data, frequency table, mean and standard deviation were applied and for analyzing data independent t-test used. The result indicated that male and female B.Ed. trainees differ significantly of their adjustment; other hand male and female B.Ed. trainees are not differing significantly of their creativity. Moreover this paper is representing a relationship between adjustment and creativity of B.Ed. trainees.

Keywords: Adjustment, Creativity

Introduction

Life is a Continuous process of adjustment throughout once life. Each individual experience a continuous change in his environment and it create certain socio-psychological needs. If his needs are satisfied than he feels satisfied, otherwise the unfulfilled needs always create dissatisfaction process of adjustment depends upon a number of social-psychological factors viz. home environment, social-economic Status, health and emotional needs.

The term adjustment has again been defined in different ways depending upon the context in which term is to be applied. The dictionary of education defines adjustment as "the process of finding and adopting modes of behaviours suitable to the environment or change in the environment."

Fortunate is the individual who is adjusted and consider it so. Every individual, great or small, old or young, is confronted with the problem of adjustment. The problem of adjustment has been in existence on earth since the appearance of the human race. The process of adjustment starts right from the birth of the child and continues until his death.

The problem of adjustment is the both internal as well as external. The problem of adjustment is related to assuming at a balanced state between the needs of the individual and their satisfaction. Needs of the individual are multidimensional. Adjustment is a relative term opposite of adjustment is maladjustment. Life presents a continuous chain of struggle for adjustment.

Human talent is our greatest natural resources. Therefore, identification of human talent should be our primary concern and the child must get full opportunity to develop his creativity and talents and thus benefit him as well as society. Along with the utilization of talents and creativity, it is equally important to keep in mind the adjustment of the individual. Number of studies has been concluded in the field of education such as testing intelligence and interest, methods of teaching and administrative problems. However, adequate attention has not been paid to an evaluation of adjustment of students and relation to their creativity.

As it is evident that personality as a whole plays an important role in the life of an individual. Individual has to achieve the goal of life, which he or she set according to his ability, power and wisdom. The achievement of the aim depends upon certain personality variables, specially the intelligence, interest, attitude, aptitude, adjustment, creativity etc.

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Adjustment and creativity have a key role in achievement. In other words, achievement of the individual in any sphere of life might be effected by adjustment and creativity.

1.1. Rationale of the Study

The problem with the human being is that the successfulness of an individual depends upon various factors related to individual himself, his environment and his culture. In fact, every individual has abilities and energy to work and service. His or her work efficiency might be effected by motivation and other personality factor. It is interesting to find out those factors and the relationship among them. Keeping to his in mind, the present investigation is being carried out to see the relationship between adjustment and creativity because investigator personally feels that these factors play a key role in life.

Life presents a continuous chain of struggle for adjustment; Adjustment helps us to keep balance between our needs and the capacity to next these needs. It implies changes in our thinking and way of life to the demands of the situation. Adjustment gives us the ability and strength to being desirable changes in the state of our environment. Adjustment is physiological as well as psychological, it is multidimensional and most of all it brings us happiness and contentment.

Therefore, we should give proper guidance to students for the realization of their adjustment corresponding with their creativity. We must also provide equal opportunities to all students to utilize their abilities and capabilities so that students do not get frustrated and disappointed.

1.2. Statement of the Problem

The Problem selected for this study is as follows: "A study of relationship between Adjustment and Creativity of B.Ed. Trainees."

1.3. Operational Definition of Key Terms

Adjustment: According to Gates and others, "Adjustment is a continuous process by which a person varies his behaviour to process a more harmonious relationship between himself and his environment." The direction of his effort may be toward modifying his own behaviour and attitude towards his adjustment process either by helping to change the environment or by reducing the stresses product by their person.

Creativity: Creativity implies the production of a "totally or partially" novel identity. In the present study, creativity is taken as according to Baqer Mehdi. "Creativity is the ability to discover new solutions to problems or to produce new idea inventions or works of out. It is a special form of thinking away of vein the world and interacting with it in a manner from that of the general population."

1.4. Objectives of the Study

- To Study the adjustment of the male and female B.Ed. trainees.
- To Study the creativity of the male and female B.Ed. trainees.
- To study the relationship between adjustment and creativity of the male and female B.Ed. trainees.

1.5. Hypotheses

In order to achieve the objectives mentioned above the following hypothesis are framed:

- There is no significance difference between male and female B.Ed. trainees of their adjustment.
- There is no significance difference between male and female B.Ed. trainees in terms of home dimension of their adjustment.
- There is no significance difference between male and female B.Ed. trainees in terms of social dimension of their adjustment.
- There is no significance difference between male and female B.Ed. trainees in terms of educational dimension of their adjustment.
- There is no significance difference between male and female B.Ed. trainees of their creativity.
- There is no significance difference between male and female B.Ed. trainees in terms of fluency dimension of their creativity.
- There is no significance difference between male and female B.Ed. trainees in terms of flexibility dimension of their creativity.
- There is no significance difference between male and female B.Ed. trainees in terms of originality dimension of their creativity.
- There is no significance relation between adjustment and creativity of B.Ed. trainees.

1.6. Delimitation of the Study

- The data of proposed study has been taken from Modinagar city.
- The Study is conducted on prospective teachers who are perusing B.Ed. course for teacher training institutions only.
- The Samples of the present investigation was 80 B.Ed. trainees (40 Male and 40 Female).
- The required data was collected from Department of Education, SRM-IST, Modinagar and Dr. RML College, Modinagar.
- Test developed by Baqer Mehdi for Creativity and A.K.P. Sinha and R.P. Singh for adjustment are used.

2. Methodology of the study

The purpose, objectives of the study, nature of the problem, the hypothesis & the tools used in the study determine the choice of any method for collecting the data in any research study. Since the present study purported to the "A study of relationship between Adjustment and Creativity of B.Ed. Trainees." For this purpose, the Manual for "Baqer Mehdi for Creativity and A.K.P. Sinha and R.P. Singh for adjustment are used. Researcher has taken prospective teachers pursuing B.Ed. course from various collages of Modinagar region.

2.1 Plan of the Study

Such studies, which involve the recent problems and are conducted on a sample population, which still exist are called normative surveys. The simple process in such study is to collect data, relevant to the problem from the sample population, analyses the data suited to the occasion and is accordance with the objectives to be achieved.

The findings and comparison are also made on the central tendencies with a common measure of variability. It is a descriptive survey, which describes the general nature of sample population related to the problem.

3. Population and Sample of the Study

The sample of 80 students (40 boys and 40 girls) of B.Ed. is taken to find out the relationship between the adjustment and Creativity. Its aim was to select a sufficient number of students. They belong to the categories as mentioned above in order to know their creativity and adjustment. The sample survey is made only from the Department of Education, S.R.M. University, Modinagar and Dr. RML Institute, Modinagar. The details is given as under in Table 3.1

Table 3.1 Showing details about the Sample

Name of the Institution	Male	Female	Total
SRM-IST, Modinagar	40	40	80
Dr. RML Institute, Modinagar	40	40	80

Tools of the Study

A study of relationship between Adjustment and Creativity of B.Ed. Trainees.

Tools used in the test

- Baqer Mehdi for Creativity
- AKP Sinha and RP Singh for adjustment

4. Analysis and Interpretation

Comparison of Adjustment of male and female B.Ed. Trainees

Table 4.1: H₀₁ There is no significance difference between male and female B.Ed. trainees of their adjustment.

S. No	Name of Group	N	Mean	S.D.	'T'	Level of Significance
1.	Male B.Ed. Trainees	40	41.93	10.23	2.37	Significant at 0.05 level*
2.	Female B.Ed. Trainees	40	47.23	9.73		

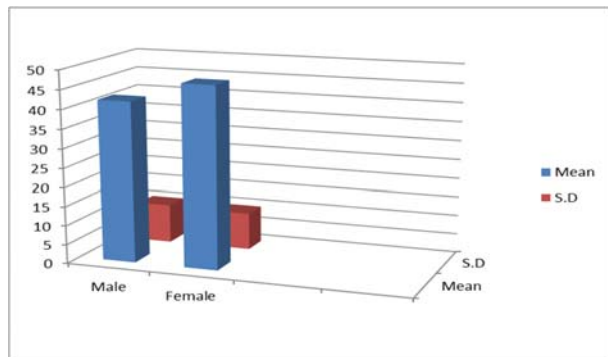


Table 4.1 displays data regarding comparison of Adjustment of male and female B.Ed. Trainees. Obtained 't' value is 2.37 which is greater than the 't' value at 0.05 level of significance (df = 78). Hence the null hypothesis – "There is no significance difference between male and female B.Ed. trainees adjustment", has been rejected and it can be said that of male and female B.Ed. Trainees differ significantly of their adjustment. Since 't' value is significant at 0.05 level of significance and mean score of the female B.Ed. trainees is more than the mean score of their counterpart male B.Ed. Trainees. It means female B.Ed. Trainees are more adjusted than the male B.Ed. Trainees.

Comparison of Adjustment in terms of home of male and female B.Ed. Trainees

Table 4.2: H₀₂ There is no significance difference between male and female B.Ed. trainees in terms of home dimension of their adjustment.

S. No	Name of Group	N	Mean	S.D.	'T'	Level of Significance
1.	Male B.Ed. Trainees	40	6.00	2.32	0.90	Not Significant
2.	Female B.Ed. Trainees	40	6.45	2.15		

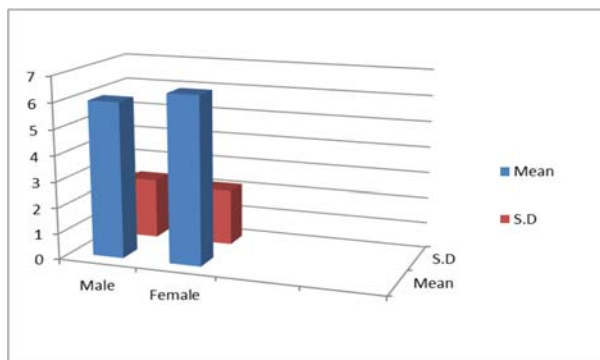


Table 4.2 displays data regarding comparison of Adjustment in terms of home of male and female B.Ed. Trainees. Obtained 't' value is 0.90, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis – "There is no significance difference between male and female B.Ed. trainees in terms of home dimension of their adjustment", has been accepted and it can be said that the male and female B.Ed. Trainees not differ significantly in terms of home dimension of their adjustment. Based on the data it can be said that the male and female B.Ed. trainees are equally adjusted in terms of home dimension of their adjustment.

Comparison of Adjustment in terms of social of male and female B.Ed. Trainees

Table 4.3: H₀₃ There is no significance difference between male and female B.Ed. trainees in term as of social dimension of their adjustment.

S. No	Name of Group	N	Mean	S.D.	'T'	Level of Significance
1.	Male B.Ed. Trainees	40	8.53	2.91	0.12	Not Significant
2.	Female B.Ed. Trainees	40	8.60	2.56		

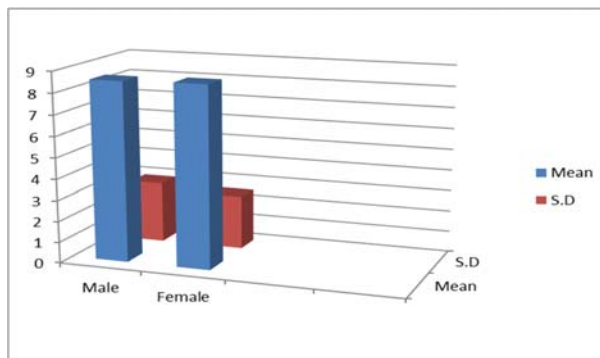


Table 4.3 displays data regarding comparison of Adjustment in terms of social of male and female B.Ed. Trainees. Obtained 't' value is 0.12, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis – "There is no significance difference between male and female B.Ed. trainees in terms of social dimension of their adjustment", has been accepted and it can be said that the male and female B.Ed. Trainees not differ significantly in terms of social dimension of their adjustment. It reveals that the male and female B.Ed. trainees are equally adjusted in terms of social dimension of their adjustment.

Comparison of Adjustment in terms of educational of male and female B.Ed. Trainees

Table 4.4: H₀₄ There is no significance difference between male and female B.Ed. trainees in terms of educational dimension of their adjustment.

S. No	Name of Group	N	Mean	S.D.	'T'	Level of Significance
1.	Male B.Ed. Trainees	40	7.85	3.54	0.99	Not Significant
2.	Female B.Ed. Trainees	40	8.55	2.76		

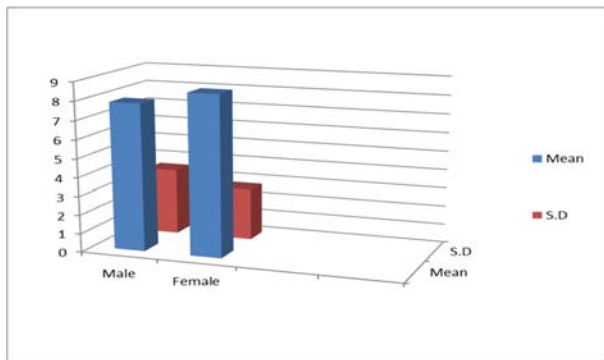


Table 4.4 displays data regarding comparison of Adjustment in terms of educational of male and female B.Ed. Trainees. Obtained 't' value is 0.99, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis – "There is no significance difference between male and female B.Ed. trainees in terms of educational dimension of their adjustment", has been accepted and it can be said that the male and female B.Ed. Trainees not differ significantly in terms of educational dimension of their adjustment. It reveals that the male and female B.Ed. trainees are equally adjusted in terms of educational dimension of their adjustment.

Comparison of Creativity of male and female B.Ed. Trainees

Table 4.5: H₀₅ There is no significance difference between male and female B.Ed. trainees of their creativity.

S. No	Name of Group	N	Mean	S.D.	'T'	Level of Significance
1.	Male B.Ed. Trainees	40	48.98	18.05	0.02	Not Significant
2.	Female B.Ed. Trainees	40	49.05	18.01		

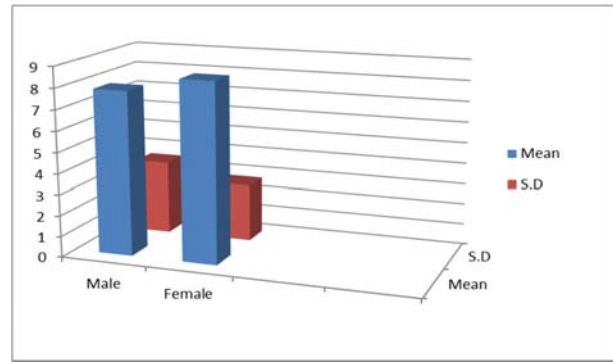


Table 4.5 displays data regarding comparison of Creativity of male and female B.Ed. Trainees. Obtained 't' value is 0.02, which is less than the value given in the table at 0.05 level of significance (df=78). Hence the null hypothesis "There is no significance difference between male and female B.Ed. trainees of their creativity", has been accepted and it can be said that the male and female B.Ed. Trainees are not differ significantly of their creativity. It reveals that the male and female B.Ed. trainees are equally creative.

Comparison of Creativity in terms of fluency of male and female B.Ed. Trainees

Table 4.6: H₀₆ There is no significance difference between male and female B.Ed. trainees in terms of fluency dimension of their creativity.

S. No	Name of Group	N	Mean	S.D.	'T'	Level of Significance
1.	Male B.Ed. Trainees	40	26.95	9.19	0.35	Not Significant
2.	Female B.Ed. Trainees	40	26.20	9.71		

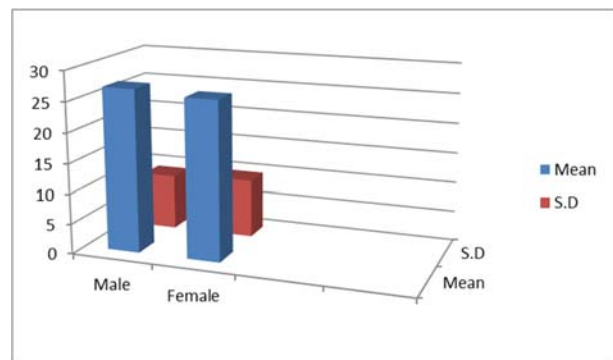


Table 4.6 displays data regarding comparison of Creativity in terms of fluency of male and female B.Ed. Trainees. Obtained 't' value is 0.99, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis – "There is no significance difference between male and female B.Ed. trainees in terms of fluency dimension of their creativity", has been accepted and it can be said that the male and female B.Ed. Trainees not differ significantly in terms of fluency dimension of their creativity. It reveals that the male and female B.Ed. trainees are equally creative in terms of fluency dimension of their creativity.

Comparison of Creativity in terms of flexibility of male and female B.Ed. Trainees

Table 4.7: H₀₇ There is no significance difference between male and female B.Ed. trainees in terms of flexibility dimension of their creativity.

Sl No	Name Of Group	N	Mean	S.D.	't'	Level of Significance
1.	Male B.Ed. Trainees	40	19.83	7.96	0.21	Not Significant
2.	Female B.Ed. Trainees	40	20.20	8.19		

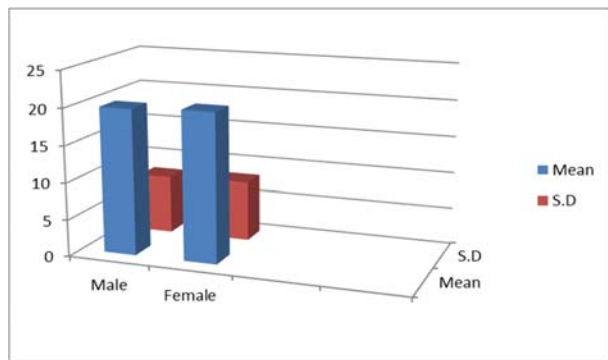


Table 4.7 displays data regarding comparison of Creativity in terms of flexibility of male and female B.Ed. Trainees. Obtained 't' value is 0.21, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis – "There is no significance difference between male and female B.Ed. trainees in terms of flexibility dimension of their creativity", has been accepted and it can be said that the male and female B.Ed. Trainees not differ significantly in terms of flexibility dimension of their creativity. It reveals that the male and female B.Ed. trainees are equally creative in terms of flexibility dimension of their creativity.

Comparison of Creativity in terms of originality of male and female B.Ed. Trainees

Table 4.8: H_{04.8} There is no significance difference between male and female B.Ed. trainees in terms of originality dimension of their creativity.

S No	Name of Group	N	Mean	S.D.	'T'	Level of Significance
1.	Male B.Ed. Trainees	40	2.20	1.86	1.07	Not Significant
2.	Female B.Ed. Trainees	40	2.65	1.92		

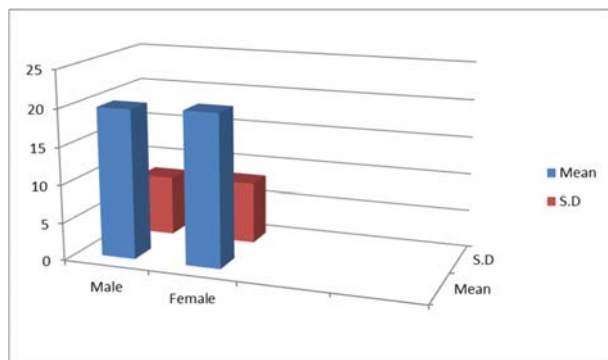


Table 4.8 displays data regarding comparison of Creativity in terms of originality of male and female B.Ed. Trainees. Obtained 't' value is 1.07, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis – "There is no significance difference between male and female B.Ed. trainees in terms of originality dimension of their creativity", has been accepted and it can be said that the male and female B.Ed. Trainees not differ significantly in terms of originality dimension of their creativity. It reveals that the male and female B.Ed. trainees are equally creative in terms of originality dimension of their creativity.

Comparison of Adjustment and Creativity of B.Ed. Trainees

Table 4.9: H₀₉ There is no significance relation between adjustment and creativity of B.Ed. trainees.

S. No	Name of Group	N	Correlation 'R'	Level of Significance
1.	Adjustment of B.Ed. Trainees	80	0.14	Not Significant
2.	Creativity of B.Ed. Trainees			

Table 4.9 displays data regarding comparison of Adjustment and Creativity B.Ed. Trainees. Obtained 'r' value is 0.14, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis –" There is no significance relation between adjustment and creativity of B.Ed. trainees." has been accepted and it can be said that Adjustment and Creativity of B.Ed. Trainees are not differ significantly. Based on the table it can be said that there is Negligible Correlation between Adjustment and Creativity of B.Ed. Trainees.

5. Result and Discussion

1- 'There is no significance difference between male and female B.Ed. trainees of their adjustment'.

Obtained 't' value is 2.37 which is greater than the 't' value at 0.05 level of significance (df = 78). Hence, the null hypothesis –"There is no significance difference between male and female B.Ed. trainees adjustment", has been rejected.

Since 't' value is significant at 0.05 level of significance and mean score of the female B.Ed. trainees is more than the mean score of their counterpart male B.Ed. Trainees. It means female B.Ed. Trainees are more adjusted than the male B.Ed. Trainees.

2- "There is no significance difference between male and female B.Ed. trainees in terms of home dimension of their adjustment"

Obtained 't' value is 0.90, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis – "There is no significance difference between male and female B.Ed. trainees in terms of home dimension of their adjustment", has been accepted and it can be said that the male and female B.Ed. Trainees not differ significantly in terms of home dimension of their adjustment. Based on the data it can be said that the male and female B.Ed. trainees are equally adjusted in terms of home dimension of their adjustment.

3- Here is no significance difference between male and female B.Ed. trainees in terms of social dimension of their adjustment",

Obtained 't' value is 0.12, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis – "There is no significance difference between male and female B.Ed. trainees in terms of social dimension of their adjustment", has been accepted and it can be said that the male and female B.Ed. Trainees not differ significantly in terms of social dimension of their adjustment. It reveals that the male and female B.Ed. trainees are equally adjusted in terms of social dimension of their adjustment.

4- "There is no significance difference between male and female B.Ed. trainees in terms of educational dimension of their adjustment"

Obtained 't' value is 0.99, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis – "There is no significance difference between male and female B.Ed. trainees in terms of educational dimension of their adjustment", has been accepted and it can be said that the male and female B.Ed. Trainees not differ significantly in terms of educational dimension of their adjustment.

It reveals that the male and female B.Ed. trainees are equally adjusted in terms of educational dimension of their adjustment.

5- There is no significance difference between male and female B.Ed. trainees of their creativity".

Obtained 't' value is 0.02, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis – "There is no significance difference between male and female B.Ed. trainees of their creativity", has been accepted and it can be said that the male and female B.Ed. Trainees are not differ significantly of their creativity. It reveals that the male and female B.Ed. trainees are equally creative.

6- "There is no significance difference between male and female B.Ed. trainees in terms of fluency dimension of their creativity"

Obtained 't' value is 0.99, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis – "There is no significance difference between male and female B.Ed. trainees in terms of fluency dimension of their creativity", has been accepted and it can be said that the male and female B.Ed. Trainees not differ significantly in terms of fluency dimension of their creativity.

It reveals that the male and female B.Ed. trainees are equally creative in terms of fluency dimension of their creativity.

7- "There is no significance difference between male and female B.Ed. trainees in terms of flexibility dimension of their creativity".

Obtained 't' value is 0.21, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis – "There is no significance difference between male and female B.Ed. trainees in terms of flexibility dimension of their creativity", has been accepted and it can be said that the male and female B.Ed. Trainees not differ significantly in terms of flexibility dimension of their creativity.

It reveals that the male and female B.Ed. trainees are equally creative in terms of flexibility dimension of their creativity.

8- "There is no significance difference between male and female B.Ed. trainees in terms of originality dimension of their creativity"

Obtained 't' value is 1.07, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the

null hypothesis – "There is no significance difference between male and female B.Ed. trainees in terms of originality dimension of their creativity", has been accepted and it can be said that the male and female B.Ed. Trainees not differ significantly in terms of originality dimension of their creativity.

It reveals that the male and female B.Ed. trainees are equally creative in terms of originality dimension of their creativity.

9- There is no significance relation between male and female B.Ed. trainees in terms of originality dimension of their creativity"

Obtained 'r' value is 0.14, which is less than the value given in the table at 0.05 level of significance (df = 78). Hence the null hypothesis there is no significance relation between adjustment and creativity of B.Ed. trainees" has been accepted and it can be said that Adjustment and Creativity of B.Ed. Trainees are not differ significantly.

Based on the table it can be said that there is Negligible Correlation between Adjustment and Creativity of B.Ed. Trainees.

6. Finding and Conclusion

Following conclusions can be drawn based on the

1. Female B.Ed. Trainees are more adjusted than the male B.Ed. Trainees.
2. Male and female B.Ed. trainees are equally adjusted in terms of home dimension of their adjustment.
3. Male and female B.Ed. trainees are equally adjusted in terms of social dimension of their adjustment.
4. Male and female B.Ed. trainees are equally adjusted in terms of educational dimension of their adjustment.
5. Male and female B.Ed. trainees are equally of their creativity.
6. Male and female B.Ed. trainees are equally creative in terms of fluency dimension of their creativity.
7. Male and female B.Ed. trainees are equally creative in terms of flexibility dimension of their creativity.
8. Male and female B.Ed. trainees are equally creative in terms of originality dimension of their creativity.
9. There is Negligible Correlation between Adjustment and Creativity of B.Ed. Trainees.

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