Chapter-VIII

RELATIONSHIP BETWEEN CREATIVITY AND ADJUSTMENT

This chapter deals with study and comparison of the relationship between creativity measures (fluency, flexibility, originality and total creativity) and various measures of adjustment (social, emotional and educational) among the intellectually gifted and average children and is devoted to the testing of the following hypotheses:

5(a) There is a significant positive relationship between creativity and social adjustment of the intellectually gifted and average children

5(b) There is a significant positive relationship between creativity and emotional adjustment of the intellectually gifted and average children

5(c) There is a significant positive relationship between creativity and educational adjustment of the intellectually gifted and average children

6(a) No significant difference exists in the relationship between creativity and social adjustment of the intellectually gifted and average children

6(b) No significant difference exists in the relationship between creativity and emotional adjustment of the intellectually gifted and average children

6(c) No significant difference exists in the relationship between creativity and educational adjustment of the intellectually gifted and average children
I. Relationship between Creativity and Social Adjustment of Intellectually Gifted and Average Children

Product moment correlations between creativity measures and social adjustment of intellectually gifted and average children were calculated, the results of which are entered in table 8.1 and also presented in figure 8.1.

Table 8.1

<table>
<thead>
<tr>
<th>Creativity Measures</th>
<th>Intellectually Gifted Children</th>
<th>Intellectually Average Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>0.052NS</td>
<td>0.048NS</td>
</tr>
<tr>
<td>Flexibility</td>
<td>0.049NS</td>
<td>0.017NS</td>
</tr>
<tr>
<td>Originality</td>
<td>0.088NS</td>
<td>-0.031NS</td>
</tr>
<tr>
<td>Total Creativity</td>
<td>0.069NS</td>
<td>0.012NS</td>
</tr>
</tbody>
</table>

NS indicates non-significant value

The table 8.1 shows that for the intellectually gifted group, the values of 'r' between creativity measures (fluency, flexibility, originality and total creativity) on one side and social adjustment on the other are 0.052, 0.049, 0.088 and 0.069 respectively. All these values of 'r' are non-significant, suggesting that creativity of
FIG. 8.1. Relationship of creativity and social adjustment of intellectually gifted and average children.

INTELLECTUALLY GIFTED CHILDREN

INTELLECTUALLY AVERAGE CHILDREN

CHILDREN

CHILDREN

Correlation

Correlation

0.1

0.04

0.02

0

-0.02

-0.04

0

0.02

0.04

0.06

0.08

0.1

800

900

0.04

0.02

0

-0.02

-0.04

INTELLECTUALLY GIFTED CHILDREN

INTELLECTUALLY AVERAGE CHILDREN

Fig. 8.1. Relationship of creativity and social adjustment of intellectually gifted and average children.
intellectually gifted children has no significant association with social adjustment. For the intellectually average group also, all the values of 'r' between creativity measures (i.e. fluency, flexibility, originality and total creativity) and social adjustment (0.048, 0.017, -0.031 and 0.012 respectively, vide table 8.1) are non-significant indicating that creativity of intellectually average children has no significant relationship with social adjustment. Our finding goes in line with the findings reported earlier by Singh (1982), Gupta (1982) and Kaile and Kaur (1987). So hypothesis 5(a) which states that "there is a significant positive relationship between creativity and social adjustment of the intellectually gifted and average children" is not confirmed.

II. Relationship between Creativity and Emotional Adjustment of Intellectually Gifted and Average Children

Correlation of creativity measures (fluency, flexibility, originality and total creativity) with emotional adjustment of intellectually gifted and average children were found and are given in table 8.2 and also presented in figure 8.2.
Table 8.2
Product Moment Correlation between Creativity Measures and Emotional Adjustment of Intellectually Gifted and Average Children

<table>
<thead>
<tr>
<th>Creativity Measures</th>
<th>Intellectually Gifted Children</th>
<th>Intellectually Average Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>-0.115NS</td>
<td>0.069NS</td>
</tr>
<tr>
<td>Flexibility</td>
<td>-0.094NS</td>
<td>0.073NS</td>
</tr>
<tr>
<td>Originality</td>
<td>-0.071NS</td>
<td>0.098NS</td>
</tr>
<tr>
<td>Total Creativity</td>
<td>-0.102NS</td>
<td>0.085NS</td>
</tr>
</tbody>
</table>

NS indicates non-significant value

For the intellectually gifted group, the values of $r$ between various creativity measures (fluency, flexibility, originality and total creativity) and emotional adjustment in children are -0.115, -0.094, -0.071 and -0.102 respectively (table 8.2). All these values fail to reach any acceptable level of significance, indicating that creativity of intellectually gifted children has no significant relationship with emotional adjustment. Likewise, the values of $r$ between various creativity measures (fluency, flexibility, originality and total creativity) and emotional adjustment of intellectually average children ($r = 0.069, 0.033, 0.098$ and $0.085$ respectively, vide table 8.2) were
Fig. 8.2: Relationship of creativity and emotional adjustment of intellectually gifted and average children.

INTELLECTUALLY GIFTED CHILDREN

INTELLECTUALLY AVERAGE CHILDREN
found non-significant, suggesting that no significant relationship exists between creativity and emotional adjustment of intellectually average children. Earlier, Jarial and Sharma (1981), Singh (1982), Gupta (1982) and Randhawa (1992) also came to be same conclusion. So hypothesis 5(b) which states that "there is a significant positive relationship between creativity and emotional adjustment of the intellectually gifted and average children" cannot be accepted.

III. Relationship between Creativity and Educational Adjustment of Intellectually Gifted and Average Children

Product moment correlations of creativity measures (fluency, flexibility, originality and total creativity) with educational adjustment of intellectually gifted and average children were worked out. These values have been shown in table 8.3 and also presented in figure 8.3.
Table 8.3
Product Moment Correlation between Creativity Measures and Educational Adjustment of Intellectually Gifted and Average Children

<table>
<thead>
<tr>
<th>Creativity Measures</th>
<th>Intellectually gifted children</th>
<th>Intellectually average children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>0.038NS</td>
<td>0.161**</td>
</tr>
<tr>
<td>Flexibility</td>
<td>0.016NS</td>
<td>0.173**</td>
</tr>
<tr>
<td>Originality</td>
<td>0.098NS</td>
<td>0.189**</td>
</tr>
<tr>
<td>Total creativity</td>
<td>0.055NS</td>
<td>0.186**</td>
</tr>
</tbody>
</table>

Value of 'r' significant at 0.01 level = 0.146
Value of 'r' significant at 0.05 level = 0.110

Table 8.3 shows that for the intellectually gifted group, the values of 'r' between educational adjustment and creativity measures (fluency, flexibility, originality and total creativity) are 0.038, 0.016, 0.098 and 0.055 respectively. All these values of r are non-significant, suggesting that creativity of intellectually gifted children has no significant association with educational adjustment. But the values of 'r' between creativity measures (fluency, flexibility, originality and total creativity) and educational adjustment of intellectually average children
Fig. 8.3. Relationship of creativity and educational adjustment of intellectually gifted and average children.
(r = 0.161, 0.173, 0.189 and 0.186, respectively) were all found to be significant at 0.01 level (vide table 8.3), which implies that creativity of intellectually average children has significant relationship with educational adjustment. Earlier, Gupta (1976), Pandit (1976), Singh (1982) and Kaile and Kaur (1987) who reported that significant positive relationship exists between creativity and educational adjustment. So hypothesis 5(c) which states that "there is a significant positive relationship between creativity and educational adjustment of the intellectually gifted and average children" stands accepted only for the group of intellectually average children.

IV. Comparison of Relationship Between Creativity and Social Adjustment of Intellectually Gifted and Average Children

For finding out whether the relationship of creativity measures with social adjustment is differential for intellectually gifted and average children, r's were converted into Z functions, differences between Z functions were calculated and, then the values of critical ratio were found. Table 8.4 shows the significance of difference between r's of creativity measures and social adjustment of intellectually gifted and average children.
Table 8.4
Significance of Difference between r’s of Creativity Measures and Social Adjustment of Intellectually Gifted and Average Children

<table>
<thead>
<tr>
<th>Creativity Measures</th>
<th>Intellectually Gifted Children</th>
<th>Intellectually Average Children</th>
<th>Difference CR between Z Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>Z</td>
<td>r</td>
<td>Z</td>
</tr>
<tr>
<td>Fluency</td>
<td>0.048</td>
<td>0.048</td>
<td>0.052</td>
</tr>
<tr>
<td>Flexibility</td>
<td>0.017</td>
<td>0.017</td>
<td>0.049</td>
</tr>
<tr>
<td>Originality</td>
<td>-0.031</td>
<td>-0.031</td>
<td>0.088</td>
</tr>
<tr>
<td>Total creativity</td>
<td>0.012</td>
<td>0.012</td>
<td>0.069</td>
</tr>
</tbody>
</table>

NS indicates non-significant value.

The values of critical ratio for differences between r’s of fluency, flexibility, originality and total creativity with social adjustment of intellectually gifted and average children are 0.04, 0.35, 0.63 and 0.66 respectively (vide table 8.4). All these values of critical ratio fail to reach 0.05 level of significance, implying thereby that significant difference does not exist in the relationship between creativity and social adjustment of
intellectually gifted and average children. So hypothesis 
6(a) which states that "no significant difference exists in 
the relationship between creativity and social adjustment of 
the intellectually gifted and average children" is 
confirmed.

V. Comparison of Relationship between Creativity and 
Emotional Adjustment of Intellectually Gifted and 
Average Children

For testing whether the relationship of creativity 
measures with emotional adjustment is differential for 
intellectually gifted and average children, r's were 
converted into Z functions, differences between Z functions 
were calculated and, then, the values of critical ratio were 
found, the results of which are entered in table 8.5

The values of critical ratio for differences between 
r's of fluency, flexibility, originality and total 
creativity with emotional adjustment of intellectually
Table 8.5

Significance of Difference between r's of Creativity Measures and Emotional Adjustment of Intellectually Gifted and Average Children

<table>
<thead>
<tr>
<th>Creativity Measures</th>
<th>Intellectually Gifted</th>
<th>Intellectually Average</th>
<th>Difference between Z functions CR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>r</td>
<td>Z</td>
<td>r</td>
</tr>
<tr>
<td>Fluency</td>
<td>-0.115</td>
<td>-0.115</td>
<td>0.069</td>
</tr>
<tr>
<td>Flexibility</td>
<td>0.094</td>
<td>0.094</td>
<td>0.073</td>
</tr>
<tr>
<td>Originality</td>
<td>-0.071</td>
<td>-0.071</td>
<td>0.098</td>
</tr>
<tr>
<td>Creativity</td>
<td>-0.102</td>
<td>-0.102</td>
<td>0.085</td>
</tr>
</tbody>
</table>

NS indicates non-significant value

gifted and average children are 0.51, 0.23, 0.30 and 0.19 respectively (vide table 8.5). All these values fail to reach any acceptable level of significance, implying thereby that relationship of creativity with emotional adjustment of intellectually gifted and average children does not differ significantly.

So hypothesis 6(b) which states that "no significant difference exists in the relationship between creativity and emotional adjustment of the intellectually gifted and average children" is confirmed.
VI. Comparison of Relationship Between Creativity and Educational Adjustment of Intellectually Gifted and Average Children

For testing whether the relationship of creativity measures and educational adjustment is differential for intellectually gifted and average children, r's were converted into Z functions, differences between Z functions were calculated and then the values of critical ratio were found and entered in Table 8.6.

<table>
<thead>
<tr>
<th>Creativity Measures</th>
<th>Intellectually Gifted</th>
<th>Intellectually Average</th>
<th>Difference between Z functions</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>0.038</td>
<td>0.161</td>
<td>0.123</td>
<td>1.36NS</td>
</tr>
<tr>
<td>Flexibility</td>
<td>0.016</td>
<td>0.173</td>
<td>0.157</td>
<td>1.74NS</td>
</tr>
<tr>
<td>Originality</td>
<td>0.098</td>
<td>0.189</td>
<td>0.091</td>
<td>1.01NS</td>
</tr>
<tr>
<td>Total creativity</td>
<td>0.055</td>
<td>0.186</td>
<td>0.131</td>
<td>1.45NS</td>
</tr>
</tbody>
</table>

NS indicates non-significant value.
The values of critical ratio for differences between r's of fluency, flexibility, originality and total creativity with educational adjustment of intellectually gifted and average children are 1.36, 1.74, 1.01 and 1.45 respectively (vide table 8.6). All these values of critical ratio were found non-significant indicating that relationship of creativity with educational adjustment of intellectually gifted and average children does not differ significantly. So hypothesis 6(c) which states that "no significant difference exists in the relationship between creativity and educational adjustment of the intellectually gifted and average children" is confirmed.

On the basis of results presented in this chapter, the following conclusions can be drawn:

1. Creativity of intellectually gifted children has no significant relationship with the various measures of adjustment i.e. social, emotional and educational. Similarly, regarding the intellectually average group, no significant relationship was observed between creativity and social and emotional measures of adjustment, whereas a positive significant relationship was found between creativity and educational aspect of adjustment.

2. No significant difference exists in the relationship
between creativity and adjustment (social, educational and emotional) of the intellectually gifted and average children.