ABSTRACT
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Introduction:

Of all the abilities that man is endowed with creativity is considered the most unique and highly valued ability. It is this ability which influences every human activity in almost all spheres of life. For the survival of any nation proper nurturance of this potential is essential. Tonybee (1964) has rightly remarked "...to give a fair chance to potential, creativity is a matter of life and death for any society".

Researchers in India and abroad have significantly contributed to the understanding of creativity (Roe, 1951; Drevdahl, 1956; Anderson, 1959; Mednick, 1962; Barroon, 1965; Raychaudry, 1966; Passi, 1972; Sandu, 1974; Gakhar, 1975; Paramesh, 1976; Mehdi, 1977 Rasool, 1977; Jha, 1978; Tripathi, 1979; Asha, 1980; Singh, 1980; Sinha and Sharma, 1980; Singh, 1981; Gupta, 1983; Tiwari and Paul, 1983; Sareena, 1984; Vasesi, 1985; Kour, 1987 and Pathak, 1989). These researchers have studied creativity in relation to psycho-social variables, viz; cognitive, affective and demographic. In spite of all this work much remains to be done in this area.
Several correlational studies carried out in this field have turned out to be inconclusive. Only a few studies have been carried out on extreme groups. It is against this background that the present investigator became interested to take up a research problem entitled "Vocational Interests, Adjustment Problems and Scholastic Achievement of High and Low Creative Students". The objectives of the study were as stated below:

1. To identify high and low creative students.
2. To compare high and low creative students on their vocational interests.
3. To compare high and low creative students on their level of adjustment.
4. To compare high and low creative students on their scholastic achievement.
5. To find out the sex variation on vocational interests, adjustment problems and scholastic achievement in case of high creative students.
6. To find out the dominant factors of interest and adjustment of high and low creative students.
Hypotheses:

The following hypotheses were formulated for the investigation:

1. High and low creative students differ significantly in their vocational interests.

2. High and low creative students differ significantly in their adjustment problems.

3. High and low creative students differ significantly in their scholastic achievement.

4. There is no sex variation in the vocational interests of high creative group of subjects.

5. There is no sex variation in the adjustment problems of high creative group of subjects.

6. There is no sex variation in the scholastic achievement of high creative group of subjects.

7. The dominant factors of high and low creative students, on vocational interests and adjustment, bear no similarity.
Research Design:

(a) Sample:

One thousand students (boys & girls) reading in 10th grade, drawn randomly from High and Higher Secondary Schools of the District Anantnag Kashmir, served as a sample for the present study. The students were in the age range of 16-17 years.

(b) Tools:

The present investigator, after screening a number of available tests, selected the following tools to collect the relevant data:

(i) Baqir Mehdi's Verbal Test of Creative Thinking Ability (1973).

(ii) Chatterji's Non-Language Preference Record (1966). This test covers ten interest areas, viz., a) fine arts; b) literary; c) scientific; d) medical; e) agriculture; f) technical; g) crafts; h) out-door; i) sports and j) household.
(iii) Jameel, A. Qadri's Adjustment Inventory (1964). This test covers five adjustment areas, viz: a) social; b) emotional; c) health; d) home; and e) financial. In addition to these areas, this test gives the over-all adjustment score.

(iv) The scholastic achievement of each high and low creative student was assessed in terms of the aggregate marks he/she obtained in his/her previous two years annual examinations.

(c) Identification of High and Low Creative Students:

In order to identify high and low creative subjects, the investigator administered the verbal test of creative thinking on the selected sample (N = 1000). Thereafter, the scoring was done as per the instructions given in the manual of the test. The high and low creative students were identified in the following manner:

Students whose scores were on and above the 3rd quartile on Baqir Mehdi's Verbal Test of Creative Thinking Ability were considered as high creatives and those whose scores were on and below
the first quartile were considered as low creatives. The following table shows the distribution of two groups:

Table No. 1.00

Distribution of Students as High and Low Creatives.

<table>
<thead>
<tr>
<th>Group</th>
<th>Sample Drawn</th>
<th>High Creatives</th>
<th>Low Creatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>700</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>Girls</td>
<td>300</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>240</td>
<td>240</td>
</tr>
</tbody>
</table>

The identified high and low creative subjects were further exposed to a testing situation concerning their vocational interests, adjustment problems and scholastic achievement. Chatterji's Non-Language Preference Record Inventory and Adjustment Inventory by Qadri were administered phase-wise to assess their vocational interests and adjustment in various areas. The scholastic achievement records of each of the high and low creative subjects were collected from the official result-books of the respective schools.
Analysis of Data:

The data obtained was subjected to suitable statistical treatment by using percentages, 't' test and factor analysis. The two groups of students i.e. high and low creatives were compared on all the variables viz., vocational interests, adjustment problems and scholastic achievement. A sub-group analysis was also carried out to see the sex variations amongst the creative group on the above mentioned variables.

Lastly, for the isolation of dominant factors of interest and adjustment, Thurstone's Centroid Method of Factor Analysis was used.

Results:

The study yielded interesting results. These have been discussed in the main thesis. However, the main observations are briefly reported as under:

1. The vocational interest pattern of the high and low creatives has been found to be as:

<table>
<thead>
<tr>
<th>High Creatives</th>
<th>Low Creatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scientific</td>
<td>Crafts</td>
</tr>
<tr>
<td>2. Fine Arts</td>
<td>Sports</td>
</tr>
</tbody>
</table>
3. Literary Agriculture
4. Medical Medical
5. Crafts Technical
6. Technical Outdoor
7. Outdoor Scientific
8. Agriculture Literary

2. High and low creative students differ significantly in the interest areas viz., fine arts, literary, scientific, technical and household; the mean difference favouring high creative group. On the other hand, low creative students in comparison to high creative students, have been found to possess significant differences in the interest areas of medicine, agriculture, crafts, and sports; the mean differences favouring the low creative group.

3. High and low creative groups do not differ significantly in the outdoor interest area which implies that both the groups possess outdoor interest to an equal extent.

4. High creative group in comparison to low one was found to be socially mal-adjusted, emotionally unstable and not satisfied with their household
affairs. However, in case of health adjustment, as an independent area, no significant difference was found between high and low creatives.

5. High creative group was found academically bright as compared to low creative group of students.

6. In case of high creative group of subjects sex differences were found to exist with reference to their interest patterns. The patterns for the two groups were found to be as:

<table>
<thead>
<tr>
<th>High Creative Boys</th>
<th>High Creative Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scientific</td>
<td>Scientific</td>
</tr>
<tr>
<td>2. Fine Arts</td>
<td>Medical</td>
</tr>
<tr>
<td>3. Literary</td>
<td>Crafts</td>
</tr>
<tr>
<td>4. Medical</td>
<td>Literary</td>
</tr>
<tr>
<td>5. Technical</td>
<td>Outdoor</td>
</tr>
<tr>
<td>6. Outdoor</td>
<td>Agriculture</td>
</tr>
</tbody>
</table>

7. The two groups of subjects i.e. high creative boys and high creative girls were found to be significantly different in five interests viz., fine arts, medical, outdoor, agriculture and sports, the mean differences in the first three
areas favoured high creative boys and in the remaining two areas to high creative girls. However, in case of literary, scientific, technical, crafts and household interests the differences in the means failed to arrive at any level of significance.

8. In the present study, sex variation among the highly creative group of subjects with regard to their social, emotional, home and financial adjustment could not be established. However, in the area of health adjustment, significant differences were found between the two groups. On the basis of this, it may be safely inferred that the capacity to adjust amongst the creative subjects is independent of their sex status.

9. No significant difference was found in the scholastic achievement of high creative boys and high creative girls. This implies that sex has no role to play in determining the achievement status of creative subjects.

10. The dominant vocational interests and adjustment areas for high creative group of subjects have
been found to be different in comparison to low creatives. The factor analysis has led to the emergence of the following dominant factors of each group under investigation:

(A) **Vocational Interests**

<table>
<thead>
<tr>
<th>High Creative</th>
<th>Low Creative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Art-cum-literary factor</td>
<td>Medical-cum-sports factor</td>
</tr>
<tr>
<td>2. Scientific-cum-household factor</td>
<td>Agri-cum-crafts factor</td>
</tr>
</tbody>
</table>

(B) **Adjustment**

<table>
<thead>
<tr>
<th>1. Domestic factor</th>
<th>Emotional factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Socio-emotional factor</td>
<td>Socio-domestic factor</td>
</tr>
</tbody>
</table>