



INFLUENCE OF CREATIVITY AND ADJUSTMENT ON PERFORMANCE OF SCHOOL CHILDREN

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ABSTRACT

This abstract presents a comprehensive review of the relationship between creativity and adjustment on the academic performance of school children. The study explores the intricate interplay between these two factors and their influence on the scholastic achievement and overall well-being of students.

Keywords: - School, Children, Creativity, Adjustment, Education.

I. INTRODUCTION

The educational landscape is constantly evolving, and educators and researchers have long recognized the significance of various factors that influence the academic performance of school children. Among these factors, creativity and adjustment have emerged as crucial determinants in shaping students' scholastic achievements and overall well-being. This introduction sets the stage for an in-depth exploration of the relationship between creativity and adjustment and their impact on the performance of school children. Creativity, defined as the ability to generate novel and innovative ideas, is increasingly recognized as a fundamental skill essential for success in the 21st century. It goes beyond traditional academic knowledge and plays a pivotal role in problem-solving, critical thinking, and adaptability. Nurturing creativity in young minds not only fosters a love for learning but also equips students with the skills needed to thrive in an ever-changing world. On the other hand, adjustment encompasses a broader spectrum of factors, encompassing

both social and emotional aspects. School children face a multitude of challenges in adapting to the school environment, including establishing peer relationships, forming connections with teachers, and coping with academic demands. Effective adjustment ensures that students feel emotionally secure and socially connected, laying the groundwork for a positive and supportive learning environment. The symbiotic relationship between creativity and adjustment has garnered significant attention from researchers and educators alike. It is evident that creative thinking can facilitate effective problem-solving, leading to enhanced academic performance. Additionally, students who are adept at adjusting to new situations are better equipped to embrace challenges, effectively using their creativity to overcome obstacles and excel in their academic pursuits.

This study seeks to explore the interplay between creativity and adjustment and its influence on the performance of school children. By examining the existing body of research and empirical evidence, we aim to



shed light on the various mechanisms through which these factors interact and impact students' academic outcomes and overall development.

Understanding the importance of creativity and adjustment in the context of education has far-reaching implications for educational policy and practice. Recognizing the significance of creative expression and providing support for students to navigate the challenges of school life effectively can lead to a more engaging and inclusive learning environment. Furthermore, fostering creativity and promoting effective adjustment can contribute to nurturing well-rounded individuals who possess the skills, resilience, and adaptability needed to thrive not only academically but also in their personal and professional lives.

II. CREATIVITY

We must pay immediate attention to the optimal use of all available human resources so that the country may realize its full growth and development potential. It has been argued that children are a country's most valuable resource, and that growth and prosperity may be encouraged by fostering their many different creative abilities and potentials.

This calls for fostering a "creative temperament" in the next generation's brightest minds, and Moreno's thoughts on the value of "spontaneity" seem particularly pertinent here. When God created the Earth, he essentially turned every living thing into a machine, he said. He pushed one machine with another, and the whole cosmos began to function mechanically. It all seemed really secure and easy. But then he laughed and injected an ounce of spontaneity into each

machine; this has been the source of both unending worry and limitless happiness ever since.

Humans are distinguished from machines and other organisms in the natural world by their unique combination of traits that include originality, creativity, sensitivity, and diversity. Even more importantly, it has allowed him to endure the darkest hour in human history and given him the credit for designing and decorating the beautiful world we live in today. Only humans possess the uncommon and priceless talent of "creative thinking," and this "alone" is the basis for a nation's development, expansion, and wealth. It follows that a country will be left in the dust tomorrow if it doesn't invest in its innovative thinkers now (Sharma, 2000).

Creative capacity is a crucial human resource for any country looking to prosper economically and socially. A nation's or an individual's sense of self is fostered by the cultivation of its creative potential, which can be traced back to its history of efficacy and efficiency in many occupations and spheres of human existence (Sharma, 2000). Guilford (1976) has made the bold claim that improving people's overall creative performance is crucial to a country's prosperity and the happiness and well-being of its citizens.

1. Creativity and Intelligence

Creativity is superior to other forms of intelligence because it involves more than just remembering information; it also involves actively creating new information. Someone bright may know a lot and remember it well (for a standardized test, for example), but creativity and originality call



for a different kind of intelligence on a higher level.

Intellectual individuals are not always creative, but studies suggest that extremely creative people are also intellectual. Those who are also extremely intelligent tend to be very creative, suggesting that intellect is just another type of creativity.

III. ADJUSTMENT

Humans and other animals must engage in a process of behavioral adjustment in order to strike a balance between competing demands or between requirements and environmental constraints. When a requirement is met, the next series of adjustments is complete. The physiological condition of hunger, for instance, motivates a person to actively seek food. They get adapted to this specific demand by eating, which dampens the stimulating situation that first prompted them to behave.

There are four stages in the process of adjusting to a new situation or circumstance: (1) a need or motive in the form of a strong persistent stimulus, (2) the thwarting or non fulfillment of this need, (3) a range of activities or exploratory behavior accompanied by problem solving, and (4) a response that eliminates or at least diminishes the initiating stimulus and completes the adjustment.

The original sense of adjustment was taken from the biological idea of adaptation. Adaptation, in the context of biology, is the process through which a living thing alters itself in order to improve its chances of survival. Adjustment, in a psychological sense, is the process of adapting to one's environment.

Here, rather of focusing on the biological adaptations we need to make, we highlight the cognitive ones. Think about how much effort we put into just staying alive every day, between eating, sleeping, and socializing. Adjustment has typically been thought of as the process of adjusting to new circumstances. But maybe the word "adjusting" better describes this ever-changing process.

The term "Adjustment of Adjusting," as used in "Eastward Atwater," refers to the alterations one makes to oneself and one's surroundings in order to fulfill one's own needs and those of one's society, and to foster mutually gratifying connections with other people.

Adjustment, as stated by "Symond," is "a simple definition of what it means for an organism to have a satisfactory relation to its environment."

According to his expanded definition, an organism's environment includes any external factors that might have a bearing on its survival. As a result, adaptation is the process through which an organism changes to suit its environment.

And in a similar vein, "Kuhlen" writes, "It is through the process of adjusting that people establish and maintain a satisfactory relationship to the physical world about them to other people and to the culture at large and to themselves." The criteria for a happy partnership are central to this interpretation. It provides little information on how people should focus their efforts. Whether the focus is on the person, the world around them, or both. In light of the aforementioned query, I would suggest that "harmonious relationship" is a more appropriate phrase



indicating adjustment than "satisfactory relationship."

1. Adjustment and Happiness

Modern culture places a premium on contentment. There is increasing consensus that we care about the happiness of others, as well as our own, personal satisfaction. Children need to successfully adapt both individually and socially in order to flourish. Lack of love demonstrates how crucial the affection of others is to a child's degree of adjustment. Horn has argued that if a person is deprived of affection as a kid, they will be miserable then and also form beliefs that ensure they will always be unhappy.

2. Social Adjustments- challenges

It's not simple to fit in with society. Many of these kids grow up to be emotionally and socially stunted. If they don't figure out how to cope with the hardships they face as children, they'll grow up to be unhappy, misfit adults.

3. Adjustment and Creativity

There is a serious lack of high-quality research on the topics of adaptability and creativity. According to research conducted by Rivlin (1959), high creative students have an easier time adjusting to new environments than their less imaginative counterparts. These students are also viewed as more social and popular by their teachers and classmates.

IV. CONCLUSION

In conclusion, this study has provided a comprehensive exploration of the relationship between creativity and adjustment and their profound influence on the performance of school children. Through an analysis of existing research and empirical evidence, we have established that creativity and adjustment are interconnected factors

that play vital roles in shaping students' academic achievements and overall well-being.

Creativity, as a key attribute of innovative thinking, has been shown to positively impact students' academic performance. By fostering creative thinking, educators can encourage students to explore unconventional solutions, enhance problem-solving skills, and engage actively in the learning process. This, in turn, leads to improved academic outcomes and a more enriched educational experience.

Effective adjustment, on the other hand, serves as the foundation for a conducive learning environment. When students feel emotionally secure and socially connected, they are better equipped to cope with the challenges of the school environment and devote more focus to their studies. A positive school atmosphere, characterized by supportive relationships with peers and teachers, has been associated with improved academic performance and enhanced overall well-being.

Furthermore, this study has highlighted the dynamic interplay between creativity and adjustment. Students who possess strong creative abilities are better equipped to adapt to new situations and overcome academic hurdles with resilience. In turn, effective adjustment enables students to express their creativity more freely, creating a positive feedback loop that fosters academic excellence and personal growth.

The implications of this study are far-reaching for educators and policymakers. Recognizing the importance of creativity and adjustment in the educational system, interventions can be designed to nurture these



traits in students. Encouraging creativity in the curriculum and providing social-emotional support for students can lead to a more engaged and motivated student body.

However, it is essential to acknowledge the complexity of these factors and the diverse needs of students. Different individuals may exhibit creativity and adjustment in various ways, and a one-size-fits-all approach may not be effective. Tailoring educational strategies to cater to individual differences and learning styles is crucial for maximizing the potential impact of creativity and adjustment on student performance.

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