SECURITY AND CREATIVITY AS PREDICTORS OF PSYCHOSOCIAL ADJUSTMENT AMONG SECONDARY SCHOOL ADOLESCENTS IN ONITSHA EDUCATION ZONE, ANAMBRA STATE

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ABSTRACT

The study investigated security and creativity as predictors of psychosocial adjustment among adolescent students in Onitsha Education Zone, Anambra State. The purpose of the study was to find out the predictive power of security and creativity on psychosocial adjustment of adolescent students in Onitsha Education Zone, Anambra state. Three research questions and three null hypotheses guided the study. The researchers adopted correlation research design. The population of the study was 9,065 SS11 students and the sample size comprising 300 SS11 students obtained through simple random sampling techniques employing balloting technique. Questionnaires were the instruments used for the collection of data. Two instruments were adapted while one was developed by the researchers and was validated by three experts in the faculty of education Nnamdi Azikiwe University Awka. The data collected were analyzed using pearson moment correlation and multiple regression analyses. The results showed that security and creativity jointly predict adolescent students' psychosocial adjustment. The researchers recommend that a secured and safe environment should be provided for adolescent students both in their homes, society and especially at school to ensure proper psychosocial adjustment among adolescent students. It was also recommended that adolescent students should be encouraged to use their creative ideas in solving a given problem both in the home and at school to enable them develop proper psychosocial adjustment.

Index Term: Security, creativity, psychosocial adjustment and adolescent students

1.1 INTRODUCTION

Adolescence is a transitional stage of development between childhood and adulthood. It is a period during which individuals are in the process of transfer from the dependent, irresponsible act of childhood to the self-reliant, responsible age of adulthood. At this stage, the individual experiences a variety of psychological, biological, emotional and social changes. The period affects significantly the behavioural characteristics of the adolescents to the extent that the individual may become rebellious, confused, delinquent and even turbulent. According to Bai (2011), the period is the most important period of human life. Bai in his study stressed that the period lies between childhood and adulthood and it represent one of the critical transitions in life span and usually associated with storm and stress.

On the other hand, Donald, Gordon, Melvin, Barton and Fitzerald (2014) refers the period as an opportunity to enhance development which can equally highlight the vulnerabilities of adolescent students. Adolescent students however are individuals between the age bracket 12-18years, and who are still in school under the control and direction of parents and teachers. Merikanges, Burstein, Swanson, Avenevoli, and Swendson (2010) emphasized that although most adolescent students cope adequately with the school changes, the development period is characterized with increase presence of externalizing and internalizing problems in other words adolescent student need adequate security and creativity for their survival in life. Possibly, adolescents who feel secured in the school environment likely fulfill his or her proper responsibilities toward the school unlike adolescent who feel unsecured and always feel disturbed and frustrated due to their instability.

Conceptually, security means the feeling of personal worth, self assurance, confidence and acceptance by the group, developed in the child through given ample of recognition by paying attention to his or her needs and by enabling him to become aware of his or her own ability. On the other hand, insecurity refers to lack of assurance, uncertainty and feeling of unprotected. It includes being unsafe, feeling of not being good enough to meet the challenges of the situations. In other words, a safe school environment serves as a prerequisite for effective learning and psychosocial adjustment of adolescent students (Duke & Stain, 2001). School environment however plays a vital role in developing feelings of security in the adolescent student. It plays a central role in the psychosocial adjustment of the adolescent students by providing ecological supports that can promote their cognitive, affective and behavioural adjustment (Eccles & Roeser, 2011). Thus, adolescents spent most of their working hours at school and the schools are expected to provide a safe and healthy environment. Irrespective of these expectations, many adolescent students are exposed to aggression, violence, drugs and illegal activities at school.

Furthermore, for adolescent students to perform well in the school, they must not only be intelligent, motivated or interested in the schooling rather they must feel safe and protected from both physical and emotional threats or harm in the home, society and most especially in the school environment. The significance of the security in achievement of life endeavour is hereby properly documented by Abraham Maslow (1954) as stated in his hierarchical theory of human needs which states that security is one of the most basic human needs which must be met before one can have the utmost desire and strength to pursue the other higher human needs such as that of intellectuals, esthetic and self-actualization. However, for learning to be meaningful to adolescent student, the environment in which it takes place must be secured because a secured environment ensures emotional security of the learners (Algre 2008).

In a study conducted by Achumba, Igbomerebo and Akpor-Robaro (2013), it was reported that a secured school environment is associated with fewer students behavioural and emotional problem, increases academic success and higher rate of staff retention which is important for providing a consistent set of adults whom adolescent students learn from and others thus the reverse is the case in an insecure environment. In collaboration to this study, the Niger-Delta region of Nigeria witnessed insecurity challenges around (1990) which affected the psychology of the learners in the school environment. Several studies have revealed that inadequate psychosocial adjustment of adolescent students and their poor achievement is not only a concern in its own right but because they are predictors of problem behaviours in secondary schools (Jessor & Jessor 1977). According to GNA (2011) report on Ghananian public schools, the schools were equipped with professional teachers yet the statistics revealed that many public schools in several regions recorded zero percent pass rate in the 2008 and 2010 of Ghana Basic Education Certificate Examination (BECE). Based on this, the educationists and psychologists believe that the security of learning environment is very significant in adolescent students' academic performance, personal growth and development. They additionally concluded that when students feel safe and secured, they are more comfortable in school and are better able to learn and succeed and as well have better opportunity to be creative in life.

Creativity in a nutshell is the ability to generate, articulate or apply inventive ideas, techniques and perspectives often in a collaborative environment (Lucas and Harrison, 2015). In relation to critical thinking and problem solving, creativity is a major component of purposeful thinking. This means it is a non chaotic, orderly and organized thought process. For one to be creative is to a large extent connected to his or her cognitive abilities including his or her analytic and evaluative skill (Sternberg, 2006). In partnership for 21st century learning 2015, creativity intersects with social and personal management skill and in relation to arts, it is seen as a pre-condition for innovation and adaptive behaviours (psychosocial adjustment) and solution to every life settings including learning setting and workplaces.

Creativity however, develops from potentials to achievement as children are growing, it is necessary to start encouraging creativity at an early age. As Russ and Fiorelli (2010) rightly put, the effort to improve creativity will help in the exploration of different activities so that adolescents can find what they can enjoy and develop their talents and abilities as well develop a caring environment in which adolescent students feel safe or secured to express even unconventional ideas, where every-day acts of creativity are enforced and independence in problem-solving encouraged. In article 29 of the convention of the rights of the child, creativity is critical to the development of the child's personality, mental and physical talents to their full potentials.

Additionally, UNICEF (2007b) emphasized that apart from the development of adolescent's intellectual abilities, a task traditionally viewed as the sole responsibility of schools and there is a right based justification for educational settings to be conductive to creativity. Siegel and Kavemmerev (1978) in addition assert that this can only obtained by encouraging and fostering dynamism, playfulness and trust while promoting tolerance of differences and personal commitment. Since creativity is at the heart of human being, according to Robinson (2015), it is both integral to fulfillment of individual talent and it is an element leading to persistence and resilience. According to Sternberg (2006), it is a key factor in having a successful life as they foster self-esteem, self worth and contributes to self-efficacy. It draws an individual's skills and resources such as motivation and drive and especially characterized as a way of coping with challenges of life.

Several researchers have seen creativity as an adaptive behaviour for example Rothenburg (1990) asserts the growth of creativity during adolescence is the key to human evolution. Although beginning in childhood. Creativity flourishes in adolescence possibly due to a rebellious nature. As teens question authority and try to find alternative solutions than those prescribed by authority, they attempt new ways of approaching their lives. The more they tried to solve problems they develop adaptive strategies for survival. According to WHO (1997), creativity thinking can equally help people respond adaptively to daily situations in life. Critical thinking in other words allows each adolescent student to pose, gather, evaluate, synthesized and then assess facts before drawing conclusions and preparing an answer. According to Lai (2011), it is a lifelong life skill and in theory every individual can be taught to think critically and be properly psychosocially adjusted.

Psychosocial adjustment is a process by which an individual maintain a balance between his or her needs and the circumstances that influences the satisfaction of these needs. According to Kulshrestha in Ugodulunwa and Anakwe (2012) psychosocial adjustment is a process in which the individual attempt to deal with stress, tension, conflicts and meet his or her needs while making efforts at the same time to maintain harmonious relationship with the environment. Consequently, several studies have revealed the consequences of security and creativity on adolescents' psychological adjustment however the present study intends to sort out if security and creativity jointly predict adolescent student psychosocial adjustment in Onitsha Educatione Zone, Anambra State. Specifically, it tends to find out; (1), if security predicts adolescents' psychosocial adjustment in Onitsha education zone, Anambra State. (2), if creativity predicts adolescents' psychosocial adjustment in Onitsha education zone, Anambra State. (3), if security and creativity jointly predict adolescents' psychosocial adjustment in Onitsha education zone, Anambra State.

Three research questions guided the study and they are as follow: (1), to what extent does security and creativity predict adolescent student psychosocial adjustment? (2), to what extent does security predict adolescent students' psychosocial adjustment? (3), to what extent does creativity predict adolescent students' psychosocial adjustment?

Three leading hypothesis also drove the study and they are as follow: (1,) security will not predict adolescents psychosocial adjustment. (2), creativity will not predict adolescent student psychosocial adjustment (3), security and creativity will not jointly predict adolescent psychosocial adjustment.

1.2 METHODS

The study adopted correlation research design which is a design that seeks to identify the relationship between two or more variables (Nwogu 2015). The study area was strictly on adolescent students in Onitsha Education Zone, Anambra State with the population of 9,065, SS11 students according to the data collected from PPSSC 2019/2020 academic session. The researcher randomly sample 6 schools with the total number 300 SSII students for the study. Three instruments titled "security questionnaire (SQ), creativity questionnaire (CQ) and psychosocial adjustment questionnaire (PSOA) was used for the data collection. The instruments were validated by three experts, one in guidance and counseling, one in educational psychology and one in measurement and evaluation all in the faculty of education Nnamdi Azikiwe University, Awka. The reliability of the instrument was tested using cromback alpha coefficient which yielded 0.72, 0.68 and 0.79 and these considered the instrument reliable for use. The data was collected using direct delivery method which enabled the researcher to retrieve 100% of the instrument. Data collected was analyzed using Pearson moment correlation research design and multiple regression analyses.

1.3 RESULTS

Research Question 1: What is the percentage of variance in adolescents' psychosocial adjustment is accounted for by security and creativity?

Table 1: Percentage of Variance in Adolescents' Psychosocial Adjustment is Accounted for by security and creativity (N = 300)

N	Correlation co-efficient (r)	r^2	Adjusted r^2
300	.462	0.213	0.208

Data presented in Table 1 revealed that the adjusted r^2 explains 21.3% of the total variability of adolescents' psychosocial adjustment is accounted for by security and creativity

Research Question 2: To what extent does security predicts adolescents' psychosocial adjustment?

Table 2: Pearson r on extent to which security predicts adolescents' psychosocial adjustment

Source of variance	N	security (r)	Adolescents' psychosocial adjustment (r)	Remark
Security	300	1.00	0.736	
				Strong positive prediction
Adolescents' psychosocial adjustment	300	0.736	1.00	

Data presented in Table 2 revealed that there is a strong positive prediction of 0.736 between security and adolescents' psychosocial adjustment.

Research Question 3: To what extent does creativity predicts adolescents' psychosocial adjustment?

Table 3: Pearson r on extent to which creativity predicts adolescents' psychosocial adjustment

Source of variance	N	creativity(r)	Adolescents' psychosocial adjustment (r)	Remark
Creativity	300	1.00	0.64	
				Strong positive prediction
Adolescents' psychosocial adjustment	300	0.64	1.00	

Data presented in Table 2 revealed that there is a strong positive prediction of 0.64 between creativity and adolescents' psychosocial adjustment.

Hypothesis 1: security and creativity will not jointly be significant predictors of adolescents' psychosocial adjustment

Table 4: t-Test Correlation Analysis on security and creativity as joint significant predictors of adolescents' psychosocial adjustment

Correlation co-efficient (r)	r^2	Adjusted r^2	p-value	Remark
.462	0.213	0.208	0.000	Significant

Data presented in Table 1 above shows that p-value of 0.00 is less than the alpha value of 0.05; this means that the null hypothesis of no significant prediction is rejected. Therefore, security and creativity significantly predict adolescents' psychosocial adjustment.

Hypothesis 2: security will not be a significant predictor of adolescents' psychosocial adjustment

Table 5: t-Test Correlation Analysis on security significant predictor of adolescents' psychosocial adjustment

Correlation co-efficient (r)	r^2	Adjusted r^2	p-value	Remark
.39	0.433	0.431	0.000	Significant

Data presented in Table 5 shows that p-value of 0.000 is less than the alpha value of 0.05; this means that the null hypothesis of no significant prediction is rejected. Therefore, security is significant predictor of adolescents' psychosocial adjustment.

Hypothesis 3: creativity will not be a significant predictor of adolescents' psychosocial adjustment

Table 6: t-Test Correlation Analysis on creativity significant predictor of Adolescents' Psychosocial adjustment

Correlation co-efficient (r)	r^2	Adjusted r^2	p-value	Remark
.39	0.409	0.356	0.000	Significant

Data presented in Table 6 shows that p-value of 0.000 is less than the alpha value of 0.05; this means that the null hypothesis of no significant prediction is rejected. Therefore, creativity is a significant predictor of adolescents' psychosocial adjustment.

1.4 DISCUSSION

The result of the findings showed that security and creativity jointly predict adolescent students psychosocial adjustment in Anambra state. The result is in line with the findings Russ and Fiorelli (2010) who states that the effort to improve creativity will help in the exploration of different activities so that adolescents can find what they enjoy and develop their talents and abilities as well develop a caring environment in which adolescent students feel safe to express even unconventional ideas, where every-day acts of creativity are enforced and independence in problem-solving encouraged. It also collaborate with the finding of (Eccles & Roeser 2011) which reported that security plays a central role in the psychosocial adjustment of the adolescent students by providing ecological supports that can promote their cognitive, affective and behavioural adjustment.

1.5 CONCLUSION

It has been observed that security and creativity is important in the life of every adolescent students both in the school and at home, therefore, this study provided information for families, schools and curriculum planners regarding the predictive power of security and creativity on psychosocial adjustment of secondary school adolescents. The researcher recommends that a secured and safe environment should be provided for adolescent students both in their homes, society and especially at school to ensure proper psychosocial adjustment among adolescent students. It was also recommended that adolescent students should be encouraged to use their creative ideas in solving a given problem both in the home and at school to enable them develop proper psychosocial adjustment.

1.6 REFERENCE

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