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MENTAL HEALTH AND CREATIVITY AMONG ADOLESCENTS: A CORRELATIONAL STUDY

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ABSTRACT

The covirus-19 epidemic is currently the most significant global health emergency. The uncommon combination of social isolation, public health crises, and economic distress has led to a rise in adolescent mental health issues. Chronic stress modifies the brain's chemical and physical structure, diminishing cognitive abilities such as memory, concentration, and imagination. Our psychological, emotional, and social health are constrained by our mental health. It also governs our thoughts, emotions, and actions. Moreover, it determines how we respond to duress, make decisions, and interact with others. Through infancy and adolescence, mental health plays an important role in maturation. In contrast, creativity is the capacity to generate original and distinct ideas, thoughts, and opportunities to facilitate communication, assist in problem-solving, and provide a form of entertainment. This research investigated the relationship between creativity and mental health. Thirty adolescents between the ages of 18 and 21 self-reported data regarding psychometric assessments of mental health and creativity. A qualitative analysis of the collected data reveals a positive correlation between adolescents' creativity and mental health. This conclusion has important implications for adolescents, educators, administrators, planners, and strategists at the forefront of psychology and education.

Keywords: Adolescents, Creativity, Mental Health.

INTRODUCTION

Adolescence spans the years 10–19 and is generally understood to be a time of transition between childhood and (emerging) adulthood. During this time, a creative person's sense of identity is said to be shaped more strongly than at any other (Barbot & Heuser, 2017; Beghetto & Dilley, 2016). Rapid neurodevelopment in adolescence includes the enhancement of cognitive capacities like reasoning, objectivity, abstraction, hypothesis testing, and metacognition (Kleibeuker, De Dreu, & Crone, 2016). Kleibeuker, De Dreu, and Crone (2016). A second reason is that because young individuals are still maturing and changing, their creative identities are more susceptible to the influence of social, emotional, and relational experiences that can support or repress their identity (Beghetto & Dilley, 2016). (Beghetto & Dilley, 2016). That was the conclusion reached by researchers (Beghetto & Dilley, 2016). Adolescence is characterised by increased involvement in a wide variety of often conflicting social settings (e.g., school, family, peer, intimate relationships, and workplaces) Adolescents face contrasting worldviews, social positions, and beliefs in a wide variety of situations. Adolescents' perspectives, attitudes, and behaviours may shift depending on the extent to which they embrace or reject various social norms, values, and roles (Taubman & Ari, 2004). Taubman and Ari make a great duo (2004). Furthermore, adolescents actively contribute to the development of their educational and social environments (Beghetto & Kaufman, 2014; Schachter, 2005). This shows that adolescents and their social contexts are co-constitutive, continually interacting and affecting one another. When a person is an adolescent, the time they spend with their family may take a back seat to the time they spend with their peers. When the need to belong and to be accepted by peers takes precedence, it is not uncommon for the approval of peers to become more important than the approval of parents. Research that was conducted in a cross-sectional manner by LaFontana and Cillessen (2010) found that while younger children are taught to respect the rules that are set by their teachers, adolescents are more likely to defy the norms in favour of improving one's standing within the peer group. This is in contrast to younger children, who are taught to respect the rules set by their teachers. In a recent research review, Verhoeven, Poorthuis, and Volman (2017) discussed the social impact of peers and how they can discourage teenagers from assuming a certain role due to fear of social stigma (for example, rejection and exclusion). They discussed how peers can discourage teenagers from assuming a certain role due to fear of social stigma (e.g., disapproval and exclusion). During the course of adolescence, the intense desire to belong to a group might lead teenagers to model their own behaviours after those of peers with whom they feel a strong sense of identification. Because of this, it's possible that they won't be able to cultivate an authentic sense of who they are.

In Choi's (2012) study, a sample of college students (M age = 19.8 years), who are just barely above the commonly acknowledged age limit of adolescence, investigate the influences of peers and teachers on their respective levels of creative output. Choi (2012) discovered that students' creative self-efficacy and attitude toward creativity was strongly influenced by the support they received from their peers, as opposed to the support they received from their teachers for their involvement and ideas. It appeared as



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though the students' peers had a greater impact on their opinions and their confidence in their own creative ability than did their instructors. However, there is no question that the level to which people are influenced by their social environment differs significantly between persons and situations. This is something that can be said with certainty. Beghetto found a favourable correlation between the amount of praise students received from their teachers regarding their creative abilities and their level of creative self-efficacy in adolescents (mean age = 14). (2006).

According to Runco (2017), there will be a wide range of responses from humans brought on by environmental conditions. Some people may place a high value on particular features, whereas other people may consider those same characteristics as having a lower level of significance. There is a wide range of sensitivity among students with regard to the judgements and expectations of others; some students may express their opinions independent of the responses of their classmates or professors, while others may be more restrained (Runco, 2003). In conclusion, past research on social and environmental aspects linked with teenage creativity reveals that the viewpoints of others and the social surroundings play a particularly major role in the creative development of adolescents. Research in this field has experienced a surge in recent years. To fully grasp the elements that contribute to teenagers' creative development, it is necessary to conduct a thorough review of the relevant literature. This investigation is being conducted at the present time for this very reason.

The development of social and emotional behaviours that are necessary for psychological maturity takes place at a crucial stage throughout the adolescent years. Developing restorative sleeping habits, engaging in frequent physical activity, working on strengthening coping abilities and interpersonal skills, and gaining the ability to exert emotional control are examples of these. It is essential to have families, schools, and communities that can provide a sense of security and validation. The psychological well-being of adolescents is influenced by a variety of factors. The greater the quantity of potentially harmful substances that youngsters are subjected to, the higher the risk of adverse consequences on their mental health. Exposure to misery, the pressure of peers to conform, and the ongoing search for one's identity can all contribute to the development of stress in adolescents. The gap that exists between an adolescent's thoughts and his or her experienced reality or future goals may become wider as a result of the influence of the media as well as gender standards. It is also extremely important that one has healthy relationships with their family and friends. In addition to this, it is acknowledged that negative parenting, violence (including both physical and sexual violence), and social barriers are all potential dangers to the mental health of teenagers. The circumstances of adolescents' living situations, discrimination or exclusion, stigma, and lack of access to appropriate therapies and support all contribute significantly to the increased risk of mental health disorders that adolescents face. Providing specialised support services to adolescents who are members of underrepresented groups, such as those who are members of racial or sexual minorities, are orphaned, or have experienced various forms of prejudice, may be beneficial to these adolescents. (WHO 2021)

Protecting and promoting mental health can lead to an improved quality of life, a rise in human capital, a contribution to socioeconomic advancement, and a world that is more equal (Patel V. 2018) (Patel V. 2018) Although training in early and effective intervention for the mental health of young people was considered a "best buy" more than a decade ago, recent research reveals that adolescent mental health continues to be a neglected yet significant issue. The data provide credence to this assertion (McGorry 2007, Azzopardi PS 2019). Inadequate mental health is a substantial burden throughout childhood, adolescence, and adulthood, and it also affects the generation that comes after us. (WHO 2018). In light of these findings, it is imperative that we keep a tighter check on the mental health of adolescents, which is a domain in which everyone plays an important role. Creativity is a phrase that is commonly used to describe anything that is veritable, or creative, the outcome of an intended act or conduct, and has visible significance (Lilly & Bramwell, 2004). Teen mental health and creativity counterbalance each other's existence where, creativity is a module of identity formation. Furthermore, it assists brain development and even more so, creativity surely relieves anxiety and consequently, making an individual happier.

Moreover, creative interests and acts guide adolescent beings to develop genuine intra-personal and interpersonal relationships that make them capable of devising positive relationships. Therefore, creativity can be considered as an effective approach for mental health reestablishment. Creativity has been believed to stay dynamic throughout our lives, but its remarkable development during adolescence remains distinct. Cognitively, emotionally, and hormonally, adolescence has been observed as a rough period indicated by questioning and stretching the limits of understanding. Social dealings, physical alterations, and cognitive complexities imply average growth and plateaus in adolescence. Comprehending these three key dimensions of adolescent development can serve parents, educators, and mentors, in facilitating the creative growth of adolescents and beyond. Also, it has been implied by researchers that adolescence is a critical period for the expansion of creativity in human development. Therefore, this time should be committed to enriching the creative propensity of teenagers so they may reap the indelible benefits of engaging in creative interests and activities.



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Amy Claxton with her team conducted a longitudinal study of a group of students for 25 years and discovered that "alike personality, creativity might still be unfolding during adolescence" (Claxton, 2005). Even so, one could assert that an increase in inventiveness is not certainly a lucky thing. Francesca Gino perceives that creativity owns a dark side too, in a way that more the creative, better the liar. However, Gino's portrayal of this dark side as "cognitive flexibility" is factual (Gino, F., 2012). Nevertheless, there is always that brighter side to creativity which counterbalances the gloomy one. Furthermore, according to Sir Ken Robinson's discussion on creativity, children keenly take risks in their day-to-day actions: "If they don't know, they'll have a go" (Robinson, 2006). This courage is pronounced in basic speech when adolescents make up words to fill up sentiments or feelings for which they lack the vocabulary to enunciate. This behavior can be observed in deaf youngsters too, as Marc Marschark explained in his analysis, where he attended the hearing and deaf kids to find out if either of the group originated new phrases to simplify communication. Hence, Marschark ascertained that both groups indicated linguistic creativity by originating words that they felt could deliver what they needed to say (Marschark, 1987).

Present research

As was mentioned earlier, adolescence is an essential stage of development in which the influence of one's social environment and the perspectives of one's peers becomes increasingly significant. It is a fallacy to assume that the findings of studies that involved children or adults can be applied to adolescents because the psychological and developmental processes that occur during adolescence are distinct from those that occur during other stages of life, such as childhood and adulthood. We intend to conduct a comprehensive literature review in an effort to explain the factors that are both supportive of and inhibiting of adolescent creativity development. This is in light of the fact that the study of the mental health of adolescents and the development of their creative potential is a relatively new area of research. The current investigation was aimed at achieving one particular goal. The purpose of this research was to investigate whether or not there is a connection between the mental health of adolescents and their creative potential.

METHODOLOGY

Sample

The sample comprised of thirty individuals. There were adolescents between the ages of 18 and 21 years. Students from intermediate and undergraduate levels, from different colleges, and socioeconomic classes were interviewed.

Instruments

The following measure was used in this study,

- 1. Mental Health Scale** by Dr. Sushma Talesara and Dr. Akhtar Bano (2017): Mental Health Scale is a five-point Likert-type scale, and the included 54 items of the scale were negative as well as positive. The respondents were required to put a tick mark against the most suitable answer in the form of "Always", "Frequently", "Occasionally", "Rarely", "Never".
- 2. Creativity Questionnaire-revised** by V.K. Kumar and E. Riley Holman (1997): The scale five-point Likert-type scale, in the form of "Strongly agree", "Agree", "Unsure", "Disagree" and "Strongly Disagree". The 78-item scale assesses respondents' confidence in their own creative abilities. More perceived creativity corresponds to better scores.

Procedure

The students from target group were interrogated individually and relevant information was obtained using mentioned instruments. Subjects were contacted with prior consent in their school and college campus itself.

RESULT AND DISCUSSION

Table No. 1 Correlation between Mental Health and Creativity Correlations

		mental health	creativity
mental health	Pearson Correlation	1	.886**
	Sig. (2-tailed)		.000
	N	30	30
creativity	Pearson Correlation	.886**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).



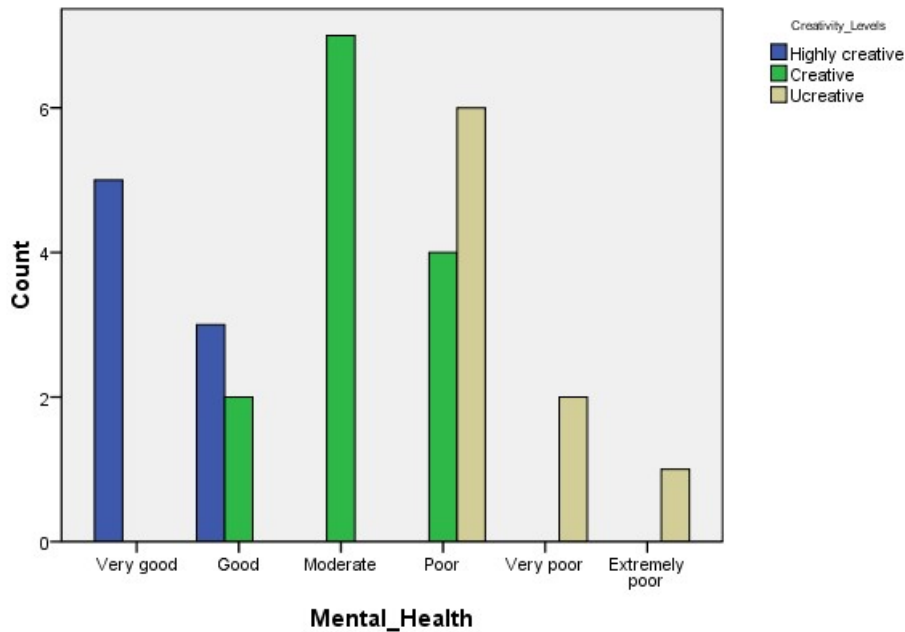
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The accompanying table provides a graphical representation of the association between independent and dependent variables. That there is a considerable and favourable correlation between the variables is reflected in the size and direction of the symbol. The table displays a positive relationship between the dependent variable (mental health) and the independent variable (creativity) for the entire sample of adolescents. Furthermore, there is a correlation between creativity and emotional well-being at the 0.01 level of significance. The researcher also interpreted the findings as showing that if the level of the independent variable is altered, the level of the dependent variable will also shift. When teenagers' creative output rises, so does their emotional well-being, and vice versa. The creativity-mental-health correlation was found to be 0.886**. That is to say, young people who are in better mental health tend to be more creative.

Bar Chart



A higher level of creativity is followed with increased mental health, as shown by the preceding graph, which clearly illustrates the positive association that exists between creativity and mental health.

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