

Psycho-social home environment and its relation to adolescents creative thinking

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ABSTRACT

The present study was conducted on 120 purposive cum randomly selected adolescents (13-15 yrs.) from of Kanpur city. Two standardized tests, "Test of verbal thinking" and "Home Environment Inventory" scale were used to assess the level of adolescents' creative thinking and its relation to psycho social home environment. The three factors of students' creative thinking and ten dimensions of physo-social home environment were considered. It was found from the study that home environment has a strong role in the development of creative thinking. Some dimensions of home environment like- social isolation and deprivation of privileges were had negative significant co-relationship with fluency, originality and total creative thinking . While reward was positively correlated with fluency, flexibility and total creative thinking, and protectiveness had positive significant relationship with total creative thinking at 1% level .Rejection had negative significance relationship with originality.

Key words : Creative thinking, Adolescents, Psycho- social home environment.

Every new research is the result of creative thinking. Through creativity, useless, things can be changed into utility item. Guilford (1950) defines following traits related to creativity, sensitivity to problem, fluency of thinking, flexibility, originality, redefinition and elaboration. This process continues throughout the life of people and this creative talent helps to determine their future success. Future of any country rests in the talents of their adolescents. Adolescence needs right environments to flourish their creative thinking and other skills. Because creativity plays a major role in the formation and execution of talents. Creative talents are the history making talents in any fields of human endeavors.

There are many studies which support that psycho social home environment helps in the development of creativity. Sternberg and Lubart (1994)said that environment play a vital role in the creative output. As encouraging environment can nourishes the creative thinking while the adverse environment can suppress creative thinking. Albert (1980), Bloom (1985) investigated that families are catalyst and crone stones in the development of creativity. Parents need to take a special interest and have a commitment to develop their children's abilities and talents for long term effects. Udwin and Shamukler (1981) stated parents as an important source of stimulation and ideas which foster child's imaginative development. Majority of adolescents in our country do not receive the required rich psycho social environment and stimulation at home for natural growth and development. This is due to ignorance. Parents are often ignorant and confused about appropriate strategies for their adolescent and hold unrealistic expectation

Hence, there is a need to aware parents of adolescents in our country that congenial or conducive home environment where parents are sensitive and responsive to the needs of the child and provides right guidance and support and adopt proper way as reward-punishment, acceptance-rejection, stimulate the child's development and help for better achievement.

With this objective the present investigation was carried out to find out the psycho-social home environment of adolescent, the level of creative thinking among adolescent (13 - 15 yrs of age group) and the relationship between level of creative thinking and psycho-social home environment.

METHODOLOGY

Total sample of 120 respondent were selected purposive cum randomly, from different schools of Kanpur city. Only those respondents were included in the sample who have both parents residing with them. Two standardized tests, "Test of verbal thinking" and "Home Environment Inventory" scale were used to assess the relationship between adolescent's creativity and psycho-social home environment. The main factors of students creative thinking, fluency, flexibility and originality and ten dimensions of physo-social home environment were control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection, permissiveness, defining cognitive, emotional and social support available to child in home were considered.

RESULTS AND DISCUSSION

For statistical analysis raw scores of creativity were