

## 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

firstly converted into the standard scores (Table 1) then mean, standard deviation and correlation coefficient were applied.

**Table 1 : Mean and S.D. scores of the adolescents in the factors of creativity thinking**

Category	Mean		S.D.	
	Raw	Standard	Raw	Standard
Fluency	33.93	49.99	13.58	10.00
Flexibility	22.92	49.99	7.81	9.99
Originality	29.92	49.99	18.09	10.00
Total creativity	86.48	149.99	37.37	30.00

The data presented in Table 2 reveal that the majority of the respondents had average level of creative verbal thinking, followed by slightly low and above average level of creativity .minimum number of respondent were found in high creative level.

**Table 2 : Frequency distribution of adolescents according to their level of creativity**

Levels	Very low	Low	Slightly low average	Average	Slightly above average	High	Very high
Frequency	11 (9.5)	15 (12.5)	26 (21.5)	33 (27.5)	21 (17.5)	8 (6.5)	6 (5)

It is clear from the mean and S.D. score that, the maximum mean values were found in the area of reward and conformity followed by protectiveness. The minimum scores were in the area of rejection and deprivation of privileges (Table 3).

**Table 3 : Mean and S.D. score of adolescents in the dimension of home- environment**

Category	Mean	S.D.
A (Control)	23.70	6.52
B (Protectiveness)	29.38	6.81
C (Punishment)	26.59	6.53
D (Conformity)	31.01	6.08
E (Social isolation)	14.93	6.72
F (Reward)	31.16	7.33
G (Deprivation of privileges)	11.22	6.02
H (Nurturance)	24.59	6.74
I) (Rejection)	11.49	5.75
J( Permissiveness)	18.69	5.76

Results of Table 4 reveal the correlation coefficient of total creativity and various factors of creativity and dimensions of home environment. Parents need to take a special interest and have a commitment to develop their children abilities and talents for long-term effect.

Majority of respondents had average level of creative thinking. The percentage of adolescents more

**Table 4 : Correlation coefficient between creativity and home environment**

Dimensions	Fluency	Flexibility	Originality	Total creativity
A (Control)	-0.0478	-0.273	-0.0838	-0.0559
B (Protectiveness)	0.0858	0.0965	0.0793	0.9193**
C (Punishment)	-0.0190	-0.04506	-0.0636	-0.0451
D (Conformity)	0.0724	0.0637	0.0045	0.0493
E (Social isolation)	-0.2341*	-0.1910	-0.2999**	-0.2549*
F (Reward)	0.2205*	0.2268*	0.2182	0.2338*
G (Deprivation of Privileges)	-0.2503*	-0.2093	-0.2777*	-0.2592*
H (Nurturance)	0.1612	0.1178	-0.1100	0.1346
I) (Rejection)	-0.2188	0.1666	-0.2223*	-0.2136
J( Permissiveness)	0.1978	0.1617	0.1772	0.1886

\* and \*\* indicates significance of values at P=0.05 and P=0.01, respectively

towards the below average level in comparison to above average level of creative thinking.

Home environment has an important influence on the course of creativity. Protectiveness was positively correlated at 5% level of creative thinking, while reward had positive correlation with fluency, flexibility and total creativity at 1% level of significance but contingency of the reward makes the differences in creative accomplishment. If reward is contingent on task performance, creativity on the task substantially lower than if reward received regardless of the performance will be good (Amabile *et al.* (1986). The contingency leads individuals to focus on the good and them miss-attention away from the task.

Social isolation was negatively correlated with fluency and total creative thinking at 5% level of significance and with originality at 1% level of significance . Deprivation of privileges was negatively correlated with fluency and total creativity . It indicates that just as certain actions and attitudes on the part of parents can encourage creativity. Parenting style and parent’s personality traits promote varying level of creativity in maturing adolescence. Negative relationship was found self-definition and creativity, grandiosity and social isolation and creativity (Herman, 2001). Parents should never use

negative ways to control their adolescents. It has adverse effect on creativity. They should always support and encourage their children and should provide opportunity and materials to explore.

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