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CREATIVITY IN RELATION TO SOME BACKGROUND

VARIABLES AMONG ADOLESCENTS

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ABSTRACT

The research was conducted to see the impact of Socio-economic status and some personal background variables on adolescent's creativity. For this, 300 adolescents (both sexes; boys and girls) were purposively selected as a research sample from different high schools located in Samastipur district area of Bihar state. The age range of sample were from 11 to 15 years with an average age range of 13 years. The Creativity Scale of Baqur Mehandi (1973), Socio-economic Status Scale of Kulshreshtha, S.P. (1980) and Self-prepared Personal Data Sheet were administered upon research sample. The collected data were analyzed with t-test method. The findings revealed that : Adolescent's creativity was significantly influence by Socio-economic status, type of the family, academic background and general related factors.

INTRODUCTION :

Adolescence is one of the period when both the immediate and long-term effects on attitudes and behaviour are important. Adolescence has both physical and psychological effects accompanied by rapid mental developments. These give rise to the need for mental adjustments and necessity for establishing new attitudes, values and interests.

The time of growing up from childhood to adulthood is known as Adolescence. It is a period of physical growth. However it is more than that. It is a time for the maturing of mind and behaviours as well.

Adolescence is the stage between childhood and adulthood. It is not an age, but a stage. In India, the Adolescence person who has not been sufficiently recognized and encouraged. Due to financial reasons the Adolescent is dependent on his parents for many more years than in the other countries. The emotional dependence is also a great, producing what is termed 'Delayed Adolescence.' Adolescence is between 12 to 20 years. A delayed Adolescence goes on until 21 years and even up to 25 years.

Creativity refers to think or do something differently. It is a kind of fantasy in which new ideas are prompted and that new ideas are essential to the advancement of human society. Creativity is defined as the tendency to generate or recognize ideas, alternatives or possibilities that may be useful in solving problems, communicating with others. In another word, creativity is the strength or capacity to inflict and create any new object. Although novelty is given special importance in creativity, yet a creative person can present old object in new forms instead of inventing any new object. Factors like originality, spontaneity, expansion, flexibility in work etc are inherent in the creative production of a person.

Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterised by the ability to perceive the world in new way to find hidden patterns to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: thinking, then producing. If one has ideas but does not act on them, then one is imaginative but not creative.

Family is the primary resource of development of children. Many research studies shows that the children's development is largely depend upon familiar condition. The several factors like size of the family, numbers of the family members, parenting style, child-rearing technique, relationship among family members, academic background of the family,

inhabitational, social, financial and other factors definitely and significantly effect children's creativity.

Many researches work has been conducted upon creativity related factor.

Hurlock (1956) has observed a marked difference on behaviour pattern in families of different socio-economic group. However, the definite role of this variable in fostering the growth of creativity is still controversial, though studies supporting the advantage of high socio-economic status are grater in number.

Wisberg and Springer (1961) also observed the favourable and encouraging aspect of warm and intense relationship among parent and children in the development of creative potentials.

Bless, W. et al., (1981), Sharan, P. (1986) have also observed in their studies that respondents belonging to a family enjoying high socio-economic status, excelled on measures of creativity. They also found that clear cut relation was not found between creativity and status but positive relation were found to dominate.

Sajid, S.M. (1984) has reported a positive and significant relation of socio-economic status with flexibility, originality components of creativity and also with composite scores on creativity. The originality component did not show significant relationship with socio-economic status.

OBJECIVES OF THE STUDY :

The objective of the study was to see the impact of some background variables on adolescent's creativity.

HYPOTHESES :

(i) There would be significant difference between respondents of high and low socio-economic family in term of their creativity measures.

(ii) The respondents of joint family would have more creative than those of single family respondents.

(iii) Academic background of the family would be significant effector of respondent's creativity.

(iv) Boys respondents will have poor creativity than their counterpart Girls respondents.

METHODOLOGY :

(i) Sample :

Total 300 high school students were selected from different high schools located in Samastipur district area of Bihar state.

(ii) Sampling Method :

The purposive sampling technique was applied during selection of research samples.

(iii) Scales of the study :

Following scales were used for data collection work :

- (i) Creativity scale of Baqur Mehandi (1973).
- (ii) Socio-economic status scale of Kulshreshtha, S.P. (1980)
- (iii) Self Prepared Personal Data Sheet.

ANALYSIS OF DATA :

The collected data were analyzed with comparative (t - test) analytical method.

RESULT AND DISCUSSION :

(i) Comparison of creativity between high and low socio-economic family :

The respondent's creativity was compared regarding their socio-economic status family. For this, respondents were divided according to their familiar socio-economic status and prepared results. The findings were given in following table no. - i.

Table no. - i

Comparison of creativity between respondents of high and low socio-economic status family:

Group	N	Mean	SD	t- value	p - value	df
Respondents of high SES family	136	41.26	5.88	14.06	<.01	
Respondents of low SES family	157	32.96	4.11			

The result that contained in above table no. i, revealed that respondents of high socio-economic family obtained more mean (41.26) and SD (5.88) while respondents of low socio - economic family obtained less mean (32.96) and SD (4.11) on creativity measures. The computed t - value (14.06) was found significant at less than.01 level of confidence. According to this result it is clear that respondents of high socio - economic family were more creative than those of respondents of low socio-economic family. In another words, we can say that socio-economic status of family play positive role in children's creativity. Thus, this result confirm our earlier made hypothesis that " There would be significant difference between respondents of high and low socio-economic family interm of their creativity measures."

(ii) Comparison of creativity between joint family respondents and single family respondents:

The creativity between respondents of joint family and single family were comprised. The findings were given in following table no. ii:

Table no. - ii

Comparison of creativity between respondents of joint family and single family respondents:

Group	N	Mean	SD	t- value	p - value	df
Joint family Respondents	150	39.53	6.11	11.61	<.01	298
Single family Respondents	150	32.33	4.89			

The result that contained in table no. ii, displayed that joint family respondents were obtained more creativity score than those of single family respondents. According to this result, we can say that size of the family influence children's creativity. The calculated t-value (11.6) was found significant at less than .01 level of confidence. Thus, this result confirm our hypotheses no.- ii that "the respondents of joint family would have more creative than those of single family respondents."

(iii) Comparison of creativity between respondents of educated and non-educated family :

The creativity of respondents of educated and non- educated family were also comprised. The findings were given in following table no. iii.

Table no. iii

Comparison of creativity between respondents of educated and non-educated families :

Group	N	Mean	SD	t-value	p-value	df
Respondents of Educated family	160	43.74	7.89	9.64	<.01	298
Respondents of Non -educated family	140	36.89	4.28			

The findings presented in the above table no. iii displayed that respondents belonging to educated family obtained higher mean (43.74) and SD (7.89) scores of creativity measures to their counterpart non - educated family respondents. The calculated t-value (9.64) was found significant at less than .01 level of confidence. This findings emphasized the significant role of type of family on children's

creativity. Thus, this result confirmed our earlier made hypothesis no.-ii that, " Academic background of the family would be significant effector of respondent's creativity."

(iv) Comparison of creativity between boys and girls respondents :

During research work, creativity was also compared in term of gender of respondents. For this purpose, t-test on creativity of both respondents was computed. Results on t-test were presented in the table no.iv:

Table no. iv

Comparison of creativity between boys and girls respondents:

Group	N	Mean	SD	t-value	p-value	df
Boys	145	141.72	8.13	3.69	<.01	298
Girls	155	146.22	9.34			

The result that, contained in above table no. iv revealed that girls obtained greater mean scores to their boys counterparts on creativity measures. The findings showed gender difference on creativity. Girls were found more creative to their boys counterpart. Thus, girls showed superiority over boys respondent's regarding their creativity. The computed t-value (3.69) was found too significant at less than .01 level of confidence. Thus, this result confirmed our hypothesis no.-iv that "Boys respondents will have poor creativity than their counterpart Girls respondents."

SUGGESTION AND CONCLUSION :

To conclude, it is clear that adolescents creativity significantly influenced by socio-economic status, type of the family, academic background, and gender related factors.

Hence, researcher want to suggest that parents and teachers should give proper attention on adolescent's creativity. Counselors and Social workers may also help in this context.

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