

A Study of the Effect of Type of Family on Creativity Among Their Adolescents

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Abstract

Creativity is a Potentiality, which effect human activity in almost all the spheres of life and expresses one's inner self. Most of the development and changes in our society in the various fields are the result of creative thinking ability. Life skill education and positive environment etc. plays very important role for enhancing creative abilities. It becomes essential that creative potential be identified and cultivated. Present study, A study of the effect of type of family on creativity among their Adolescents was conducted in Indore city (M.P.), India. The objective of the study was, to find out the relation between type of family and creativity of their adolescents. In the study, total 500 Adolescents from Nuclear and Joint families were selected in the sample. Sample was selected from different schools of Indore city. Purposive sampling technique was used for the selection of the sample. For the collection of data, questionnaire and Passi test of creativity (PTC) developed by B.K. Passi were used in present study. For the analysis of data chi-square test was used. Result revealed that Adolescents from Nuclear Families were more creative than the Adolescents of Joint families.

Keywords : Creativity, Adolescents, Type of Family.

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Introduction

Man is not content with the world that he has been given from his primitive days, says the Indian poet, Rabindranath Tagore. He has been busy creating a world of his own resources from the raw materials that lie around him. Creativity has been recognized as a precious source of emergence, development and survival of man's culture through the ages. The impact of creativity is to make an activity or object better, richer, more productive and fruitful. Children can be creative, or to put it more aptly, can experience the process of creativity. This experience will develop in them a creative attitude, which is a kind of belief that human ingenuity can find a solution to all problems and these solutions can be more or less satisfactory; that improvement is possible in all things, institutions and organisations, that poverty and suffering can be reduced and life can be made happier, that the dimensions of knowledge are unlimited and a search will be rewarded with new discoveries and insights.

The meaning of creativity is 'the ability to create'. In words of De Bono, "Being creative means to bring in to being something that was not there before." it requires developing those skills, which changes one's perception and brings about flexibility in thinking. Thomas says that creativity is not something limited to the domain of art and design. It is often thought of as an ability to think of alternatives. Torrance (1962), defines creativity as the process of seeing problems, or gaps in information, forming ideas or hypotheses, testing and modifying these hypotheses, and communicating the results." Barpett (1958) used the term 'adventurous thinking' which he defined as "getting away from the main track, breaking out of the mould, being open to experience and permitting one thing to lead to another." Creativity is a thinking process associated with being original generating different ideas and finding alternative possibilities. Hallman (1963) has analysed that creative act in to five major components : (i) it is a whole act, a unitary instance of behaviour (ii) it terminates in the production of objects or of forms of living which are distinctive (iii) it evolves out of certain mental processes (iv) it co-varies with specific personality transformation and (v) it occurs within a particular kind of environment.

Creative potential, avers Goorden (1961) seeks its maximal actualization within the environmental conditions characterized by psychological safety, Psychological freedom & socio cultural influences. Attributing family role stress and strauss (1968). Theorized that children's creativity varies according to the degree to which the child family role requires conformity to conventional norms, children from permissive back ground tend to be more independent, cooperative & creative than those with orthodox upbringing.

Getzels and Jacson (1962) have stressed that the creative abilities contribute significantly to the acquisition of the educational skill and information. They emphasized on the need of proper guidance for the growth of creative thinking among children without any consideration of high and low intelligence. According to Guilford (1967), creative education aims at a self starting, resourceful and confident person, ready to face personal, interpersonal and other kinds of problems. Because he is confident, he is also tolerant where, there should be tolerance. A world of tolerant people would be peaceful. Thus, Creativity is the key to education in its fullest sense and to the solution of mankind's most serious problems.

Research Methodology

Objective : Objective of the study was - (i) to find out the relation between type of family and creativity of their Adolescents.

Hypothesis : Null Hypothesis was formulated in the study - (i) There will be no significant difference between type of family and creativity of their Adolescents.

Sample: In the study, total 500 Adolescents from Nuclear and Joint families were selected in the sample. Sample was selected from different schools of Indore city (M.P.)

Sampling Technique : Purposive sampling technique was used for the selection of the sample.

Tools : Questionnaire and Passi test of Creativity (PTC) were used for the collection of data in the present study.

Statistical Analysis : Chi-square test was used for the analysis of data in the present study.

Result

The detail results and analysis of the data in the present study is given below:

Table : 1

Table related to relation between type of family and creativity of their adolescents

Categories		Type of family		Level of Significance
		Nuclear	Joint	
Creativity	Low	63	67	0.01
	Medium	142	101	
	High	97	30	

$$x^2 \text{ value} = 21.694, df = 2$$

Table shows relation between type of family & creativity of their Adolescents.

In the study, creativity was divided into three categories' i.e.- Low, Medium and High. In low category of creativity 63 adolescents were found from nuclear families and 67 adolescents were found from joint families. In medium category of creativity 142 Adolescents were found from nuclear families and 101 Adolescents were found from joint families. In high category of creativity 97 adolescents were found from nuclear families and 30 adolescents were found from joint families. At 2 df x^2 value was found 21.694. Which is significant at 0.01 level of significance.

In the study, Adolescents from nuclear families were found more creative than the adolescents from joint families. The study revealed that all categories of creativity and type of families were interrelated. In other words, we can say there is a positive relationship between type of family and creativity of their adolescents.

In previous studies, Merry (1992) found no significant relationship between creativity and type of family. In other side, Jarial (1981) found high level of creativity in nuclear families. Present study supports Jarial (1981) research findings.

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