Relationship among Creativity, Motivation and Creative Home Environment of Young Children

Kyoung-hoon Lew¹, Jungwon Cho² *

¹ Graduate School of Education, SoongSil University, S.Korea
lewkh@ssu.ac.kr
² Department of Computer Education, Jeju National University, S.Korea
jwcho@jejunu.ac.kr

Abstract The purpose of this study is to investigate the relationships among creativity, intrinsic/extrinsic motivation and creative home environment. The results of this study were as follows: First, there were significant positive relationships between the intrinsic motivation and the creative personality of the young children but there were no statistically significant relations between the intrinsic/extrinsic motivation and the creative thinking ability. Second, the intrinsic-high/extrinsic-high motivation group was higher than any other types of motivation groups in creative personality. Third, there were significant relationships between the creative thinking ability and creative personality with the creative home environment.

Keywords: Young children, Creativity, Intrinsic/extrinsic motivation, creative Home Environment

1 Introduction

Creative Development of Young Children

The ability to generate novel and useful ideas and solutions to everyday problems is an important competence of creativity (Amabile, 1996). Creativity can be evaluated by emotional variables such as personality, motivation and self-efficacy. Promoting the development of creativity is a purpose that is less often or at least less explicitly, stated. Young children, after their infancy, continue to grow physically in a steady manner while they continue to grow cognitively in a rapid manner. Young children begin to explore and adapt themselves to the surrounding environment using their sensory abilities.

Creativity and Intrinsic/Extrinsic Motivation

In Korea, such an argument was studied by Ha(2002) and it tended toward two separate dimension not toward one bipolar. The creativity score of students with high intrinsic motivation and high extrinsic motivation was relatively high in average. In
fluency and originality, there was a difference between the group of students with high intrinsic motivation and high extrinsic motivation and the group of students with low intrinsic motivation and low extrinsic motivation. However, it was university student-targeted study and it is hard to find young child-targeted studies. In the previous studies on the creativity and the motivation, researchers were not able to deliver consistent results. Thus, we need systematic data to verify the relationship between the creativity and the motivation which are the most interesting variables for children's creativity. It is necessary and important research task to verify empirically theories which provide concrete and substantial information to enhance creativity. Some school student-targeted studies on the creativity and motivation are recently found but it is still hard to find young children-targeted studies.

Results from many previous studies show that it is questionable whether the extrinsic motivation has a negative influence on the creativity (Amabile, Hennessey, & Grossman, 1986). Such results allow analogizing the motivation structure of two separate dimension by which both of intrinsic motivation and extrinsic motivations are high or low, not that of one bipolar by which the intrinsic motivation is high when the extrinsic motivation is low, and vice versa.

Creative Home Environment

The evidence suggests that the family is a critically important influence on, and quite possibly the major force behind, the ethology of creative behavior (Dacey, 1989). Wright and Wright (1986) have developed a three-pronged model of the creative family environment. The three main components of the creative family environment are said to be respect for the child, stimulation of independence, and an enriched learning environment.

2. Method

2.1 Participants

The present study focused on 5 and 6-year-old preschoolers to investigate the creative thinking ability, creative personality and the motivation types. In total, 150 subjects were sampled from 5 kindergartens in the capital region. The present children's socio-economic background was the class of middle-class people. Excepting missing data 127 (boy: 54, girl: 73) children were statistically analyzed.

2.2 Instruments

1) Integrated Creativity Test for Preschooler developed by Lee and Lee (2002) was used to measure creative thinking ability and creative personality. This test was developed on the basis of the Volcano Model for Creativity Measurement influenced
by theoretical background of Guilford (1950) and Torrance (1972). This test for 4 to 5
year-old preschoolers is sub-divided into language, drawing, and personality domains.

The language domains consist of imagination, fluency, and originality factors. The
drawing domain didn't involve in the present study. The creative personality domain
consists of curiosity, independence, run a risk, and task commitment factors.
Language tests were scored 0 or 1 point per test item. Creative personality test items
were scored of 1 to 5 points, as in the Likert scale.

2) **Intrinsic/Extrinsic Motivation Test** is carried out using the questionnaire
presented by Jin (2002) after determining the confidence and the examining the
construct validity. Testing tool consists of two sub factors: intrinsic motivation such
as interest, pleasure, satisfaction and challenge; extrinsic motivation such as social
reward including compliment and award, and material reward. There are 8 questions
for each factor, totaling 16 questions. Each factor is assessed by 5-point rating scale:
from 'definitely yes'(5) to 'definitely no'(5). Testing reliability is .89 intrinsic
motivation and .82 extrinsic motivation.

3) **Creative Home Environment Scale** is carried out using the questionnaire
presented by Oh & Choi(2006). This test was developed on the basis of the 'creative
environment checklist' influenced by theoretical background of Amabile(1989) and
the 'hot housing family' influenced by Hills(1987). Testing tool consists of four sub
factors: respect for the child(8 items/ e.g., "I often discussed with my child.'),
enriched learning environment(9 items / e.g., " I always display my child’s
products.'), stimulation of independence(7 items/ e.g., "I encourage my child enjoy
adventure.'), family pressure(8 items/ e.g., "We have much rules.'). There are 8
questions for each factor, totaling 32 questions. Each factor is assessed by 5-point
rating scale: from 'definitely yes'(5) to 'definitely no'(5). Testing reliability is .75 ~.87.

### 2.3 Procedure and Data Analysis

As stated previously, the creative test was administered individually by trained
researchers to 150 preschoolers during the four weeks, two-month period. The
creative personality test and motivation test for parents were sent home and answered
directly by parents. The relations among children's creative thinking ability, creative
personality, and motivation types were analyzed according to total scores and sub
factor scores. The scores were analyzed using SPSS WIN 18.0 statistical package. For
the research question Descriptive Statistics, Pearson's correlation coefficient,
ANOVA, post-hoc analysis (Schéffe) were performed.

### 3. Results and Conclusion

The present study was to examine the relationship among motivation type, creative
home environment and creativity of young children.

Firstly experiment, it is aimed at verifying the theory that motivation types can be
better understood by two separate dimension including high or low score in both of
intrinsic motivation and extrinsic motivation rather than one bipolar classifying into
only two: high intrinsic motivation-low extrinsic motivation and low intrinsic.
motivation-high extrinsic motivation (Amabile et al, 1994), when applying to young children. It is aimed also at determining empirically whether there are differences among such motivation types by two separate dimensions in creative thinking ability and creative personality. Groups were classified into four after dividing into higher group and lower group based on the average score. Also, frequencies of such groups were investigated and differences between certain groups, if any, in creative thinking ability and creative personality were verified.

Secondly experiment is investigate relationship between creative home environment and creativity of young children.

To this study were subject 127 young children from 5 kindergarten classes. The Pearson's correlation among creative thinking ability, creative personality, and intrinsic/extrinsic motivation and ANOVA (analysis of variance) performed were analyzed according to total scores. Conclusion drawn from according to the analysis is as follows:

Firstly, an examination of relationship of young children's creative thinking ability and creative personality with intrinsic/extrinsic motivation showed that there was a significant relationship between their creative personality and intrinsic motivation. However, creative thinking ability was deemed to have no significant relationship with intrinsic motivation. An examination of relationship of young children's creative thinking ability, creative personality, and extrinsic motivation showed that there was no significant relationship with them

Secondly, in this study, the creativity was examined not only in cognitive aspect but also considered with character as an affective factor and motivation factor to examine the relationship of their intrinsic/extrinsic motivation with creative thinking ability and creative personality

Thirdly, there was a significant difference between group with high intrinsic motivation and high extrinsic motivation and group with low intrinsic motivation and low extrinsic motivation in creative personality

Forth, an examination of relationship of young children's creative thinking ability and creative personality with creative home environment showed that there was a significant relationship.

Children of control type of parent have low creative ability to perform a low consistent in Hirish-Pasek(1991)'s study. Home environment, not to their perform strictly controlled and limited to the atmosphere but to provide the opportunity for children to experience a variety of interests. The limitations of this study, in order to generalize to all infants nationwide sampling of more research continues to be, because of the few places in the metropolitan area kindergarten. In addition, teachers of kindergarten or efficacy variables associated with social relationships around the home environment need to be made in the follow-up study

References

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