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CHILD'S CREATIVITY FRIENDLY HOME ENVIRONMENTAL STATUS AMONG STUDENTS IN UYO SENATORIAL DISTRICTS, AKWA IBOM STATE

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ABSTRACT

The study assessed the child creativity-friendly home environmental (CCFHE) status in Uyo senatorial district due to the sensitivity of the construct variable transformative development of the social and economic wellbeing of the individual and the economy. The background characteristics of the respondents were identified, the child's creativity-friendly home environment was estimated and its dynamics were profiled. The study was conducted in the Uyo Senatorial District of Akwa Ibom State. A multistage sampling procedure was adopted to select upper classes of elementary schools for data collection. Both descriptive and inferential statistics were deployed and results were obtained as follows. The majority of the respondents were male (51%) and were in late childhood and early adolescence with 12 years of age constituting 25.3% of the sample. The majority come from households with 2-5 persons (48.7%). The study showed that 86.3% of students were under parental guidance. A mixed-method research approach to item generation led to 12-item construct measures. The KMO and Bartlett's test affirmed the tenability of the measurement construct. However, the factor analytic results revealed four significant underlying dimensions of the factors for child creativity-friendly home environment programming. Incidence index analytics revealed relatively low occurrences and three incidence index magnitude categorizations among the twelve scaled items and the composite index analytics of the status of CCFHE revealed that 30.3% of the population are child creativity home environment friendly at a percentage index of 75.0 and above. The CCFHE background characteristics profile analysis indicated that out of 6 selected variables only 2 variables: age and guidance type had statistically significant variation CCFHE mean index. It suggests that most of the homes (69.7%) were not creative home environment friendly.

Keywords: *Child, friendly, family, creativity, households, innovative, household*

INTRODUCTION

The home environment consists of social, economic and ecological factors that interact to shape the direction and magnitude of impact on the friendliness of a child's creativity, which thus influences the transformational development of the child in the short term and the households and the society at long term, Nampija, Kizindo, Apule, Lule, Muhangi, Titman, Elliot, Alcock and Lewis (2018) and Debrova-Krol, Van Ijzendoorn, Bakermans-Kranenburg and Juffer (2010). This is the first environment in which the child acquires life analytical skills right from infancy to middle and late childhood to adolescence while transitioning to adulthood. Therefore, a child's home environment holds critical implications for a child's creativity status and in the development of an individual, especially within the context of cognitive, psychomotor, and affective domains, Nampija et al, (2018).

Within the context of sustainable rural transformational development, a child's home environmental status becomes crucial to the socio-ecological modeling of households' vulnerability to poverty and human security in any economy. Most developing regions seem to pay less effort towards systematic enhancements of the home environment of future generations forming an intellectual resource pool that will supply innovations, skills, and talents as input for macro-economic growth and development, (Inyang and Eko, 2015). The positive transformation impact of the child's home environment will be needed to develop and improve economic resilience and adaptability for alternative decision-making in the face of unfolding deep uncertainties.

The child home-friendly status in Akwa Ibom State has never been acclaimed nor witnessed in any form of a systematic appraisal. Despite the absence of proof-of-evidence on this research focus, there has been empirically ascertained serious investment in the educational sector of the region in its existence even before and after Nigeria's independence (Ekanem, Inyang and Umoh, 2019 and Nwosu-Kanu, Oleforo, Emmanuel and Essien, 2018). The impact of educational investment has been great over the years, but over the last two decades, when a major pronouncement was made on free and compulsory education for both primary and secondary schools amidst declining economic fortunes, there has been the realization that the quality of products from the educational systems are increasingly becoming less impressive and less employable. Among several studies on the factors affecting the student's academic performance, the analysis of the child's creativity friendliness of the home environment is not considered as parts critical variable towards understanding the poor output and outcomes of pupils and students in the public secondary school programmes, Ekanem, Inyang and Umoh (2019), Inyang and Eko (2015), Mishra and Bamba (2012) and Crafts (2005).

A child's attitude, emotions, intelligence, as well as creative skills, are determined by parents or the environment in which a child finds himself. Abraham (2015) added that "the family is profoundly important to the developmental, emotional, cognitive and psychomotor growth of a child". A child's creativity-friendly home environment considers the stimulating elements that enhance the act of turning new imaginative ideas into reality. It is part of the essential skills that enable children to meet future challenges. This leads us to the question, what are the most important skills our kids need to acquire from the home environment before being exposed to the school system to facilitate their adjustment and adaptation to the regimented curriculum of formal

education? How to build creative minds that can adapt and face future unpredictable challenges. Therefore, a focus on the essential skills should be mainstreamed in the home environment such as thinking creatively to compete in the market, finding innovative solutions for existing and future problems, and the ability to evaluate current status and find better alternatives if need be. These skill sets are traditionally accustomed to the urban and rural areas of the study but the intensity of conscious practice across the household diver across geospatial settings due to several socio-ecological factors, socioeconomic well-being status, engagements and how informed are parents on these critical roles to provide a friendly home environment that can fast track transformation of human development.

The imbalance in most family priorities setting and programming necessitated the cross-sectional survey to assess the incidence and composite index profiling of the status of child creativity-friendly home environment in the Uyo senatorial district of Akwa Ibom following its transition from typical rural area settings to increasing peri-urban and urban progression. The district is witnessing a pace of social change in the cosmopolitan composition and social and economic undertakings. The family closeness and interaction period is fast reducing in a bit to meet up with the socioeconomic realities and household demands. Thus, this study evaluated the child's creativity-friendly home environmental status among late childhood and adolescent elementary students in the Uyo senatorial district in Akwa Ibom State.

METHODOLOGY

The study was carried out in Uyo Senatorial District in Akwa Ibom State comprising nine (9) Local Government Areas which are: Etinan, Ibesikpo Asutan, Ibiono Ibom, Itu, NsitAtai, Nsit Ibom, Nsit Ubium, Uruan, and Uyo Local Government Areas. The study area is within the tropical rainforest belt with evergreen foliage of trees, shrubs, and oil palm trees. The population of the study consists of all pupils in the upper primary classes in all public and private schools in Uyo senatorial District, Akwa Ibom State. A multi-stage sampling procedure was used. In the first stage, 3 Local Government Areas were selected. In the second stage, a simple random sample was adopted to select two schools, a private and a public school from each of the L.G.As, making a total of 3 public and 3 private schools. At least 50 respondents were taken from each school at the third stage by simple random sampling making a total of 300 pupils. The study made use of primary data collected with a structured questionnaire, administered to respondents that were in primaries 5 and 6. The developed scales were subjected to face validity and the corrected version of the draft was subjected to the Cronbach Alpha Analysis, The specific objectives of the study were analyzed using descriptive statistical tools such as percentage frequency count, ranks, and composite index analytic approach and inferential statistics such as factor analysis, T-test and Analysis of Variance.

RESULTS AND DISCUSSION

Dimensionality of Child Creativity Friendly Home Environmental Construct.

Having ascertained the validation of the 12-item constructs the underlying dimension of the construct variables; the child's creativity-friendly home environmental status relied on an initial eigenvalue criterion of ≥ 1 to select the underlying dimensions of the original 12 items, basically to reduce the number of items to a major and sizeable significant number of factors or dimensions. Out of twelve identified factors that assessed the child creativity status in the Uyo senatorial district

of Akwa Ibom State, only four mutually exclusive and major patterns were generated by the factor analysis procedure as shown in Table 1 and were named as follows:

Fac. 1: Parent-Child Cordiality and Close Monitoring. The diagnostic result on percentage variance suggests that this underlying dimension had the highest likelihood value that can enhance the child's creativity home environmental status by 24.58% if parenting presence is overly felt in their ward's life.

Fac. 2: Encouragement for Child Inquisitiveness and Uniqueness. The diagnostic result on percentage variance suggests that the underlying dimension independently can create an 11.24% effect on enhancing the child's creativity-friendly home environmental status promoting atmosphere questioning and innovativeness.

Fac. 3: Child Self Discipline and Purposeful Driven. The diagnostic result on percentage variance on this underlying dimension showed about 9.56% likely change in the study variable if the factor loading self-discipline and purposeful driven lifestyle.

Fac. 4: Self-Motivated Learning Driven. The diagnostic result on percentage variance on this underlying dimension revealed that inculcating in a child, self-motivation to learn can influence the attainments of child creativity by 8.58%.

Table 1: Underlying Dimensions of the Child Creativity-Friendly Home Environment

Rotated Component Matrix[a]					
Elements of Child Creativity-Friendly Home Environment	**Component**				
	CEI	**FAC 1**	**FAC 2**	**FAC 3**	**FAC 4**
When I make any mistake, my parents do ask me to identify where I got it wrong and avoid them	0.598	0.750			
When I am unable to solve my problems, my parents tell me how to solve it	0.497	0.675			
My parents do not have any worry when I obtain less marks in any subject	0.525	0.633			
We are always expected to act below the family-established standards	0.431	0.538			
My parents feel happy when I ask different questions regarding anything	0.570		0.710		
My parents desire that I should use better styles to do my work	0.627		0.572		
My parents make me happy when I make anything new from the condemned items available in the house	0.533		0.674		
My parents praise me when I use sense in different ways to solve any problem	0.607			0.647	
My family become happy when I express my new idea	0.356			0.544	
My parents like that I should do all the work according to my family's way of doing things	0.483			0.691	
We are always allowed to express our opinions on things we do	0.429			0.570	
The day I play much and read less, that day my parents give me a punishment	0.867				0.924
Diagnostics Statistics					
Eigenvalues		2.949	1.397	1.147	1.029
% of Variance		24.577	11.641	9.557	8.575
Cumulative %		24.577	36.218	45.775	54.350

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Note: CEI = Communality Extraction Index. FAC = Factor

Response Analysis of Elements of Child Creativity-Friendly Home Environment

Table 2 shows the response pattern and incidence of the components of the child creativity home environment friendliness index, revealing varying situations in the child creativity-friendly home environment. The scenario portrays gross ignorance of the parenting class to enhance positive actions that are expectant towards raising children with high analytical thinking capacity that can adjust to challenging child developmental processes. The study outcome reveals insightful reasons why children hardly transfer inborn creative attributes to schooling and post-schooling life adjustment. The response pattern suggests that child creativity-friendly home environment occurrence-promoting actions are less experienced in homes in the study area. This result

corroborates earlier named outcomes of the underlying significant dimension of factors (see Table 1) that can serve as exit strategies to enhance child creativity-friendly home environments. The magnitude of the incidence index categorized as "a" depicts that about 40% of the households promote opportunities that enhance a positive environment for child creativity friendliness. These are families that emphasize that the wards behave and conduct themselves not below family standard through the generation of innovative approaches to solve problems and being creative to improvise things from discarded or unused resources (see items 3, 4, and 12) in accordance to their respective ranks as shown on Table 2.

Four items revealed the least exhibited home behaviours in the study area the magnitude of spread as affirmed by the respondents depicts that there are about 23% to 29% of the households that experienced this behaviour in which the child is not made to review errors and unsatisfactory performance to draws lessons from it. It is informative and advantageous to raise individuals who take pains to deduce probable reasons for the state of things to identify how to adjust and overcome the repeat of such mistakes or failures. Thus, the lack of paying cursory attention to daily happening around our children and not dreaming of what it ought to be is so rampant in more than 70% of homes. Of course, parenting style has a serious influence on schooling effectiveness and post-schooling life. Furthermore, five items % to 39% incidence affirmation by households across the study area (see Items 1, 2,7, 10, and 11). The item depicts households that encourage and support the display of intelligence by their children. Of course, this home environment enhances self-efficacy and esteem, which are needed as part of life skills for resiliencies and concentration in the face of undesirable situations in the course of life. Based on the 3 categories of incidences, there is a serious concern for households to aid the children to enhance their social protective capacities for sustainable human development.

Table 2: Response Analysis of Child Creativity-Friendly Home Environment

Items	Child Creativity-Friendly Home Environment	NAT	Rarely	Some-times	usually	II & RROP
1	My parents feel happy when I ask different questions regarding anything	2.3	14.3	49.3	34.0	[b] 0.340 5th
2	My parents desire that I should use better styles to do my work	8.3	10.7	42.7	38.3	[b] 0.383 4th
3	My parents praise me when I use sense in different ways to solve any problem	2.7	16.0	40.7	40.7	[a] 0.407 3rd
4	My parents make me happy when I make anything new from the condemned items available in the house	6.3	14.7	37.7	41.3	[a] 0.413 2nd
5	When I make any mistake, my parents do not ask me to identify where I got it wrong and avoid them	14.7	15.7	45.0	24.7	[c] 0.247 11th
6	When I am unable to solve my problems, my parents do not tell me how to solve it	14.7	17.7	30.7	29.0	[c] 0.290 9th
7	My family become happy when I express my new idea	5.7	16.3	44.3	33.7	[b] 0.337 6th
8	My parents do not have any worry when I obtain less marks in any subject	14.7	25.0	35.0	25.3	[c] 0.253 10th
9	The day I play much and read less, that day my parents give me a punishment	28.0	19.7	29.3	23.0	[c] 0.230 12th
10	My parents like that I should do all the work according to my family's way of doing things	7.0	19.3	42.0	31.7	[b] 0.317 8th
11	We are always allowed to express our opinions on things we do	8.0	14.7	44.0	33.3	[b] 0.333 7th
12	We are always expected to act not below the family-established standards	9.0	8.7	37.7	44.7	[a] 0.447 1st

Extent of Child Creativity-Friendly Home Environment

Based on the earlier results of the item response and incidence index analysis in Table 2, a general view of the child creativity-friendly home environment in the Uyo senatorial district becomes inevitable to understand the relatively dysfunctional nature of child creativity-friendly home environmental status and the future likely implications of future generations that is supposed to back the demand for resource pools to sustainable human and infrastructural development. The

study area implies that children from 30% of households would guarantee the supply of highly analytical thinking skills to students in public schools. Invariably about 30.3 % of the households are child creative friendly. Table 3 revealed the estimates of the status of a child's creativity-friendly home environment. This gave credence to the relative companion across the study population. The composite index derivation tool estimated the different children's creativity-friendly home environments per household based on the probabilistic value that ranges from 0.00 to 1.00. This implies from negligible to high child creativity-friendly home environment. The result shows that (54.3%) had average favourable status towards a child's creativity-friendly home environment, (30.3%) had a highly favourable status of a child's creativity, (14.35%) had a low favourable status towards a child's creativity while 1.0 had a negligible favourable status of child's creativity friendly home environment. This implies children have average favourable status toward a child's creativity-friendly home environment as it is generally perceived to be good for creativity.

Table 3: Distribution of Child status toward creativity-friendly environment.

Child Creativity Friendly Home Environment.	CCFHE index range Interpretation	Frequency	Percentage
0.00-0.2509	Negligible	3	1.0
0.2570-0.5000	Low	43	14.3
0.5001-0.7509	Average	163	54.3
0.7510-1.000	High	91	30.3
Total		**300**	**100**

Background Characteristics Profile of Child Creativity Friendly Home Environment.

Further decomposition of the child's creativity-friendly home environment becomes necessary to understand the background characteristics that are associated with the status of the child's creativity-friendly home environment and also how significantly different are the child's creativity-friendly home environment index between background characteristics.

Table 4, (Item 1) depicts the distribution of respondents according to the class of the respondents. The result reveals that the class had equal representation in the study as the two upper primary school classes willingly participated in the survey and were also ready to share their experience, the elementary student's households showed more child creativity-friendly home environmental status than primary six students household. Despite the slight variations, it was not statistically significantly different.

Age plays a very important role in children. As children, they tend to imitate virtually everything. They are naturally creative, which makes them eager to try new things and become creatively active. The result in Table 4 (Item 2) shows that the majority 25.3% of the respondents were 12 years old, followed by 11 years old (22.0%) and 10 years old (21.7%). The distribution suggests that the students were relatively in their late childhood and early adolescence age range. The respective ages of the elementary students showed an irregular pattern of variation in the means index of child creativity-friendly home environment. The results showed that variation in the child creativity-friendly home environment mean index was statistically significant. Further analysis of the mean index affirmed that the ages of the children did not influence the exposure to the child's creativity-friendly home environment experiences as 9 years old elementary students' households had the highest affirmative index, followed by 11 years old and 12 years old households.

Table 4, Item 3, the shows distribution of respondents based on household size. It could be deduced that 48.7% of the respondent's family sizes range between 2 and 5 persons, and 38.9% of the respondent's family size range between 6 and 9 persons. The result suggests that families in the study area prefer smaller family sizes. This study further affirmed the predominance of households of 5 people in the study area (Ekanem, Inyang, and Umoh, 2019). It was observed that as household size increased, the child creativity-friendly home environment index tends to decrease (Inyang and Eko, 2015). It suggests relative controls of variables that require supervision and encouragement when the number of attention-demanding individuals is less. Of course, less number of children or persons require fewer resources and costs to maintain and accomplish desirable experiences. Despite the variation in child creativity-friendly home environment mean index distribution across the population, it was not statistically significant. Furthermore, Item 3 revealed that the majority of the households (48.7%) displayed about 66.83 percent child creativity-friendly home environmental status. Households with 6-9 persons constituted 39.0 % with an average child creativity-friendly home environmental status index percentage of 65.65.

Concerning main activity involvement after school hours among elementary students, three major categorizations of the after-school home activities were common as shown in Table 5, item 4. Virtually all the categories shared almost the same level of child creativity-friendly home environment mean index of at least 65% with a slight fractional variation. Households that allowed playing to predominate other activity involvement displayed the highest child creativity-friendly home environmental mean index status of 65.96% unlike the learning predominance activity (65.56%) and household work engagement with 65.53% child creativity-friendly home environmental status (Inyang and Eko, 2015). This supports the assertion that there are types of play that regulate the nurturing opportunities that promote creative thinking and task involvement (Nnorom et al 2020 and Cohen et al 2016). Thus, open space and guided play can enhance the child's creativity child-friendly home environment (Gilvavand, 2016).

Though there has been a huge debate on the different impacts that the school environment has on the child's progress (Inyang and Eko, 2015 and Crafts, 2005), the distinction between public and private school enrolment did not influence the child's creativity-friendly home environmental status mean index. The study adduces that parents of elementary students in the study are not different statistically in the organization of their home to be child creativity home environment friendly (Mishra and Bamba, 2012). The child creativity-friendly home environment mean index of pupils households in private schools was slightly higher than those in the public schools.

Table 4, Item 6 result corroborates with earlier studies that parental involvement is a significant factor in shaping children's creative and analytical thinking abilities (Gniewosy, Eccles, and Noak, 2012 Muema, Mwanza, and Mulwa, 2020). Guidance has a reasonable contribution to the creativity of a child. The number and hours parents spend does little to predict the child's behaviour, well-being, and achievement. Some parents are stressed because of juggling work and trying to find time with their kids, which may affect their kids poorly. The result in Item 6 shows the distribution of respondents based on the structure of guidance reveals that 86.3% of the respondents were being taken care of by their parents, while 13.7% of them were created for non–parents. The statistical significance in a variation of child creativity friendly home environment mean index could be because those that are being cared for by their parents will have enough leisure time for themselves to think on how to be creative than those staying with their non-parent. This is consistent with the work of Inyang and Udong (2013) and Carter (2008) who stated that parents provide their children with the needed resources for them to express their creativity.

TABLE 4: Distribution of respondents based on background characteristics.

SNo	Background characteristics	Mean Extent of Child Creativity friendly home environment				Total n=300	F-value (sign)
		Virtually negligible	low	Average	High		
1	**Class attained**						0.157 (0.692)
	Primary 5	0.0000 (2) 0.7	0.4333 (15) 5.0	0.6407 (91) 30.3	0.8148 42 (14.0	0.6602 (150)50.0	
	Primary 6	0.1667 (1) 0.3	0.4395 (28)9.3	0.6316 (72)24.0	0.8175 (49)16.3	0.6533 (150) 50.0	
2	**Age(in years)**						2.925 (0.014)
	8	0.0000 (1) 0.3	0.4722 (2)0.7	0.6468 (7)2.3	0.8333 (6)2.0	0.6545 (16)5.3	
	9	0.0000 (1) 0.3	.4907 (3)1.0	.6620 (24)8.0	.8073 (16)5.3	.6881 (44)14.7	
	10		.4056 (10)3.3	.6396 (41)13.7	.8254 (14)4.7	.6436 (65)21.7	
	11		0.4688 (8)2.7	.6389 (37)12.3	.8161 (21)7.0	0.6747 (66)22.0	
	12		0.4259 (12)4.0	0.6307 (34)11.3	0.8139 (30)10.0	0.6707 (76)25.3	
	13	0.1667 (1)0.3	0.4340 (8)2.7	0.6028 (20)6.7	0.8125 (4)1.3	0.5741 (33)11.0	
3	**Household size**						2.058 (0.130)
	2 -5	0.0556 (3)1.0	0.4314 (17)5.7	0.6430 (74)24.7	0.8168 (52)17.3	0.6682 (146)48.7	
	6 – 9		0.4475 (18)6.0	0.6360 (67)22.3	0.8168 (32)10.7	o.6565 (117)39.0	
	10 – 13		0.4271 (8)2.7	0.6174 (22)7.3	0.8095 (7)2.3	0.6126 (37)12.3	
4	**Main Involvement after School**						0.023 (0.978)
	Household engagement	0.1667 (1)0.3	0.4410 (8)2.7	0.6336 (21)7.0	0.8212 (16)5.3	0.6552 (46)15.3	
	Learning	0.0000 (1)0.3	0.4338 (26)8.7	0.6320 (77)25.7	0.8170 (51)17.0	0.6556 (155)51.7	
	Playing	0.0000 (1)0.3	0.4444 (9)3.0	0.6432 (65)21.7	0.8113 (24)8.0	0.6594 (99)33.0	
5	**School type**						0.299 (0.585)
	Private	0.0000 (2)0.7	.4463 (15)5.0	.6407 (91)30.3	.8148 (42)14.0	.6615 (150)50.0	
	Public	.1667 (1)0.3	.4325 (28)9.3	.6316 (72)24.0	.8175 (49)16.3	.6520 (150)50.0	
6	**Guidance**						11.441 (0.001)
	parents	.0556 (3)1.0	.4384 (32)10.7	.6407 (136)45.3	.8150 (88)29.3	.6682 (259)86.3	
	non-parents		.4343 (11)3.7	.6163 (27) 9.0	.8519 (3) 1.0	.5847 (1)13.7	

CONCLUSION AND RECOMMENDATIONS

The factor analytics revealed that the scaled items of the construct variables were tenable and four significant underlying dimensions of the child creativity-friendly home environment construct were ascertained and were named as follows; Fac. 1: Parent-Child Cordiality and Close Monitoring; Fac. 2: Encouragement for Child Inquisitiveness and Uniqueness; Fac. 3: Child Self Discipline and Purposeful Driven and Fac. 4: Self Motivated Learning Driven. The four underlying dimensions revealed the varying percentage of change likelihood should they be used as performance indicators for transformational change programming within the creativity home environmental purpose. The status of a child creativity-friendly home environment affirmed that the majority of the home environment in the Uyo senatorial district was not child creativity home environment friendly and assuring. The status profile analysis revealed that the age of children and guidance type were statistically significant background factors that influenced the child's creativity-friendly home environmental status.

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