

A Study of Creativity of High School Students in Relation to their Conformity Behaviour

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Abstract

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Introduction

Creativity is a mental process involving the generation of new idea or concepts, or new associations of the creative mind between existing idea and concepts. It is a process of bringing something new into existence. Baron (1969) described creativity as discovery of something that is novel but also useful or relevant or economical or elegant or valuable. It is considered to have both originality and appropriateness.

According to Cialdini and Trost (1998) the techniques designed to change any attitude beliefs, perceptions or behaviors under the sun is called as social influence. Conformity is defined as a type of social influence in which individuals change their attitudes or behaviors in order to adhere to existing social norms. It is one of the important aspects of the influence and the pressure to conform is very hard to resist.

According to Crutchfield (1962) Creativity and conformity seem to be anti-theatrical psychological processes. Conformity pressure tends to create extrinsic, ego-involved motivation; by contrast, the creativity process is a rewarding end in itself (intrinsic). Arousal of ego-involved or extrinsic motivation causes the individual to be concerned primarily with acceptance or rejection by the group. Rather than with problem-solving. In sum, conformity pressure produces motivations that are incompatible with the cognitive flexibility essential to creative thinking.

Objectives of the Study

- 1) To understand the type of relationship between creativity and conformity behavior.
- 2) To estimate the significance of students' personal factors on creativity.

Hypothesis

- 1) There exists no relationship between students' creativity and conformity behavior.
- 2) There is no difference in the creativity of male and female students.
- 3) There is no difference in the creativity of residential and non-residential school students.

Methodology of Sampling

The Wallach and Kogan Test of Creativity have been used to measure creativity of individuals at all levels. This instrument has been adapted of the Indian setting by Paramesh (1972). The task battery comprises of 34 task items (Verbal task and Non-verbal task). Conformity was assessed using Jennifer Hernandez Conformity Scale (1995) and it consists of 24 statements with each having four choices.

Ten schools were selected from Vijayapur educational district for the purpose of this study. List containing students' names studying in the selected schools were obtained from the school authorities. 100 students from each school were selected using simple random sampling procedure. Altogether five hundred students were selected. The test was conducted in a classroom atmosphere. The investigator personally administered the tests and obtained the responses. Out of five hundred, only three hundred thirty five responses were fully completed and valid, they were scored and analyzed.

Results

Table 1 Shows the relationship between creativity and conformity behavior Correlations

	Test	Subjects	r	Level of Significance
1	Creativity conformity behaviour	335	-0.867	0.01
2				

There is negative significant relationship exists between students conformity behavior and their creativity. The co-efficient correlation between these two is -0.867 which is statistically significant. When the scores on creativity go high, scores on conformity behavior comes down. Scoring key reads that high score in conformity is more conformed and high score in creativity is more creative. It can be inferred that students who are more creative are often less conformed and hence the null hypothesis that there is no relationship between students' creativity and their conformity behavior is not accepted.

Table 2 Shows Residential and Non-residential schools creativity scores and the t-ratio

Type of schools	N	Mean	SD	t-ratio	Significance
Residential	138	40.47	8.001	5.92	0.01
Non-residential	197	37.15	6.222		

Table 2 shows the mean creativity scores of Residential and Non-residential schools which are 40.47 and 37.15 respectively. The corresponding SD scores are 8.001 and 6.222. The t-ratio 5.92 shows that these two groups differ in their creativity, since the value is statistically significant. Non-residential schools show a higher creativity scores than residential schools. Thus the null hypothesis stating that residential and non-residential school students do not differ in their creativity is not accepted.

Table 3 Shows mean creativity scores, SD and t-ratio of students from rural and urban background

Family background	N	Mean	SD	t-ratio	Significance
Rural	190	33.01	7.12	30.67	0.01
Urban	145	47.03	6.10		

Table 3 shows mean creativity scores, SD and t-ratio of students from rural and urban background. Students from rural background have secured a mean creativity score of 33.01 and the corresponding SD is 7.12 whereas students from urban background have obtained a mean score of 47.03 with corresponding SD score 6.10. There is a difference in their creativity since the t-ratio 30.67 is statistically significant. Students from urban area are found to be more creative than those who come from rural area. Thus the null hypothesis that students from rural and urban background do not differ in their creativity is not accepted.

Conclusion

- 1) There is a negative correlation between students' creativity and their conformity behavior.
- 2) There is difference in the creativity of residential and non-residential school students.
- 3) Non-residential students are more creative than residential school students.
- 4) There is a difference in the creativity of rural and urban students.
- 5) Students from urban area are found to be more creative than those who come from rural area.

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