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Social Behaviours of Creative Students

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ABSTRACT

Creative persons innovate to solve problems of varied nature. Like other individuals they also face pleasant and adverse social situations in which they try to learn how to behave to maintain their equilibrium. Usually the creative students cause embarrassment to society, parents and teachers due to their tendency to be uncommon. The present study attempts to find out how creativity is related to various social behaviours, and whether students differing with respect to gender and creativity differ in their social behaviours. Sample consisted of 525 students including 272 boys and 253 girls studying in eighth class. Mehdi's test of 'Thinking Creatively with Words' was used for measuring creativity as well as fluency, flexibility, and originality dimensions of it. 'Social Behaviour Questionnaire' of S.K. Pal, K.S. Misra and M. Gupta was used for measuring social behaviours. Product moment coefficient of correlation and two-way (3×2) ANOVA were used for data analysis. It was found that highly creative students exhibit more concern for others but less compliance, dependence, power of assertion, ingratiation, social conversation, social passivity, aggression, and withdrawal; students with different levels of creativity do not differ in their tolerance; creativity among boys as well as girls is positively related to concern for others but it is negatively related to dependence, power assertion, ingratiation, social passivity, aggression and withdrawal; gender differences exist in relationships between various aspects of creativity and social behaviour.

Keywords: Creative persons, Social behaviours, ANOVA, gender

Children's ability to apply creativity to solve conflicts grows with age (Chesnokova, 2014). Social problems arise in various situations in and outside our classrooms. Creativity of

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students is to be assessed, recognized and developed. Creative students need to be social. They should have the competence to express that they are cooperative, contributing and constructive member of their social group. They should not hesitate in doing things for others, accepting others and upholding social rules. They are socially responsible people with social consciousness and a basic concern for others. Their interpersonal sensitivity helps them avoid adoption of antisocial attitudes. They try to establish and maintain mutually satisfying relationships characterized by intimacy and by giving and receiving affection. Lack of pro-social behaviours among the creative students can make them prone to stress in inter-personal situations. Tendency of the creative students to exhibit more aggressiveness can make them socially irresponsible. If they have less concern for others and tolerance, they will not feel social commitment. Usually creative students have to develop in uncreative environment and therefore there exists the possibility of exhibition of more compliance, dependence, power assertion, impression management behaviours, social conversation, social passivity, aggression, withdrawal and tolerance. This can inhibit the development of creativity.

Chesnokova (2014) found that teachers' assessment of social creativity is not related with children's social behaviour. Fancourt and Steptoe (2018) reported that teacher rated creativity is associated with a lower risk of social and behavioural instability and maladjustment. It was also found that association exists between moderate and marked creativity and a lower risk of symptoms of internalizing behaviours (including depression and withdrawal), externalizing behaviours (including restlessness) as well as a lower risk of various nervous symptoms of social and behavioural instability and maladjustment. Path analysis by Mahboobe (2015) revealed that creative attitudes were negative predictors of locus of control and locus of control was a negative predictor of social creativity. Students differing with regards to level of creativity can differ in their social behaviours. The present study explores the social behaviours of students' with high, average and low creativity, and the relationship between various aspects of creativity and social behaviours.

METHODOLOGY

This is a causal-comparative study. Sample for the study consists of 525 students including 272 boys and 253 girls studying in eighth class of 14 schools of Prayagraj city. 'Social Behaviour Questionnaire' of S. K. Pal, K.S. Misra and M. Gupta and Baqer Mehdi's 'Thinking Creatively with words' were used to collect the data. Product moment coefficient of correlation and 3x2 ANOVA were used to analyze the data.

RESULTS AND DISCUSSION

3 × 2 ANOVA with three levels of creativity (i.e. high, average and low) and two levels of gender (i. e. boys and girls) was used to find out the main effects of creativity and gender and the effects of interaction between creativity and gender on ten social behaviours namely-

concern for others, compliance, dependence, power assertion, ingratiation, social conversation, social passivity, aggression, withdrawal and tolerance. Results have been shown in table 1.

Mean scores on concern for others for high, average and low creative students are 1.51, 10.19 and 9.97. F-ratio for the main effect of creativity is 2.403 which is not significant at .05 level. Mean scores for boys and girls are 10.17 and 10.26. The value of F-ratio for the main effect of gender is 0.625 which is not significant at .05 level. So, it can be inferred that students with high, average and low creativity do not differ from one another with regard to their concern for others and boys do not differ from girls on concern for others. The interaction effect is also not significant ($F = 0.937$, $p > .05$). Mean scores for highly creative boys and girls are 10.49 and 10.54. For average creative boys and girls they are 10.18 and 10.21 while for less creative boys and girls they are 9.68 and 10.27. So, it means that highly, average and less creative boys and girls do not differ on their concern for others.

F-ratio for the main effect of creativity on compliance (=4.7100 is significant at.01 level. Means for high, average and less creative students are 7.02, 7.07 and 8.00. Less creative students exhibit more compliance than highly creative ($t = 6.54$, $df = 147$, p<.01) or average creative ($t = 2.66$, $df = 389$, $p < .01$) students whereas students with high and average creativity do not differ from each other on compliance ($t = 0.1743$, $df = 456$, p>.05). Means for boys and girls are 7.22 and 7.13. F-ratio for the main effect of gender (=0.204) is not significant at .05 level. It means that boys exhibit as much compliance as girls. Mean scores for high, average and less creative boys are 6.77, 7.20 and 7.97. For girls they are 7.37, 6.93, and 8.03. F-ratio for interaction of creativity and gender (=1.185) is not significant at .05 level. It indicates that effect of creativity on compliance among boys and girls are the same.

Table 1: Summary of 3×2 Analysis of Variance showing effects of creativity and gender on social behaviour of students

Sl. No.	Social behaviour	Source of variation	Sum of squares	df	Mean square	F-ratio
1	Concern for others	A: Creativity	11.751	2	5.876	2.403
		B: Gender	1.529	1	1.529	0.625
		A × B	4.583	2	2.292	0.937
		Within cells	1269.143	519	2.445	
2	Compliance	A: Creativity	52.036	2	26.018	4.710**
		B: Gender	1.130	1	1.130	0.204
		A × B	13.096	2	6.548	1.185
		Within cells	2867.062	519	5.524	

3	Dependence	A: Creativity	51.919	2	25.959	5.987**
		B: Gender	2.504	1	2.504	0.577
		A × B	15.280	2	7.640	1.762
		Within cells	2250.430	519	4.336	
4	Power assertion	A: Creativity	52.621	2	26.310	4.533**
		B: Gender	0.109	1	0.109	0.109
		A × B	7.562	2	3.784	0.652
		Within cells	3012.599	519	5.805	
5	Ingratiation	A: Creativity	180.944	2	90.472	16.788**
		B: Gender	0.462	1	0.462	0.086
		A × B	2.753	2	1.376	0.255
		Within cells	2796.979	519	5.389	
6	Social conversation	A: Creativity	36.768	2	18.384	4.084*
		B: Gender	3.762	1	3.762	0.836
		A × B	4.419	2	2.209	0.491
		Within cells	2336.440	519	4.502	
7	Aggression	A: Creativity	213.681	2	106.841	19.197**
		B: Gender	57.772	1	57.772	10.381**
		A × B	2.181	2	1.091	0.196
		Within cells	2888.413	519	5.565	
8	Social passivity	A: Creativity	376.665	2	188.332	41.113**
		B: Gender	15.785	1	15.785	3.446
		A × B	2.828	2	1.414	0.309
		Within cells	2377.439	519	4.581	
9	Withdrawal	A: Creativity	187.500	2	93.750	21.093**
		B: Gender	8.933	1	8.933	2.010
		A × B	20.250	2	10.125	2.278
		Within cells	2306.729	519	4.445	
10	Tolerance	A: Creativity	34.393	2	17.196	2.524
		B: Gender	1.972	1	1.972	0.289
		A × B	9.812	2	4.906	0.720
		Within cells	3535.545	519	6.812	

**/* *significant at .05/.01 level.*

F-ratio for the main effect of creativity on dependence (= 5.987) is significant at .01 level. Means for high, average and less creative students are 6.99, 7.15 and 8.04. Less creative students exhibit more compliance than highly creative (t = 3.0630, df = 147, p < .01) or average creative (t = 3.2211, df = 389, p < .01) students whereas students with high and average creativity do

not differ from each other on dependence (t = 0.6294, df = 456, p>.05). Means for boys and girls are 7.30 and 7.17. F-ratio for the main effect of gender (=0.577) is not significant at .05 level. It means that boys exhibit as much dependence as girls. Mean scores for high, average and less creative boys are7.06, 7.29 and 7.68. For girls they are 6.89, 7.01, and 8.42. F-ratio for interaction of creativity and gender (=1.762) is not significant at .05 level. It indicates that effects of creativity on dependence among boys and girls are the same.

F-ratio for the main effect of creativity on power assertion (= 4.533) is significant at .01 level. Means for high, average and less creative students are 5.44, 5.48 and 6.42. Less creative students exhibit more power assertion than highly creative (t = 2.47, df = 147, p < .05) or average creative (t = 2.9412, df = 389, p <.01) students whereas students with high and average creativity do not differ from each other on power assertion (t = 0.1360, df = 456, p>.05). Means for boys and girls are 5.57 and 5.61. F-ratio for the main effect of gender (=0.019) is not significant at .05 level. It means that boys exhibit as much power assertion as girls. Mean scores for high, average and less creative boys are5.62, 5.46 and 6.12. For girls they are 5.20, 5.50, and 6.67. F-ratio for interaction of creativity and gender (=1.762) is not significant at .05 level. It indicates that effects of creativity on power assertion among boys and girls are the same.

F-ratio for the main effect of creativity on ingratiation (= 16.788) is significant at .01 level. Means for high, average and less creative students are 5.48, 6.18 and 7.66. Less creative students exhibit more ingratiation than highly creative (t = 4.6572, df = 147, p < .01) or average creative (t = 4.8052, df = 389, p < .01) students. Students with high creativity exhibit less ingratiation (t = 2.47, df = 456, p < .05) than average creative students. Means for boys and girls are 6.07 and 6.23. F-ratio for the main effect of gender (=0.086) is not significant at .05 level. It means that boys exhibit as much ingratiation as girls. Mean scores for high, average and less creative boys are 5.36, 6.25 and 7.65. For girls they are 5.63, 6.11, and 7.64. F-ratio for interaction of creativity and gender (=0.255) is not significant at .05 level. It indicates that effects of creativity on ingratiation among boys and girls are the same.

F-ratio for the main effect of creativity on social conversation (= 4.084) is significant at .05 level. Means for high, average and less creative students are 7.77, 8.07 and 8.75. Less creative students exhibit more social conversation than highly creative students (t = 2.8056, df = 147, p < .05) or average creative students (t = 2.4156, df = 389, p < .05) whereas students with high and average creativity do not differ from each other on social conversation (t = 1.1583, df = 456, p > .05). Means for boys and girls are 8.02 and 8.20. F-ratio for the main effect of gender (=0.836) is not significant at .05 level. It means that boys exhibit as much social conversation as girls. Mean scores for high, average and less creative boys are 7.79, 8.00 and 8.44. For girls they are 7.74, 8.14 and 9.06. F-ratio for interaction of creativity and gender (=0.491) is not significant at .05 level. It indicates that effects of creativity on social conversation among boys and girls are the same.

F-ratio for the main effect of creativity on aggression (= 19.197) is significant at .01 level. Means for high, average and less creative students are 3.46, 3.53 and 5.49. Less creative students exhibit more aggression than highly creative (t = 5.1764, df = 147, p < .01) or average creative students (t = 6.2620, df = 389, p < .01) whereas students with high and average creativity do not differ from each other on aggression (t = 0.2431, df = 456, p > .05). Means for boys and girls are 4.07 and 3.42. F-ratio for the main effect of gender (=10.381) is significant at .01 level. It means that boys exhibit more aggression than girls. Mean scores for high, average and less creative boys are 3.81, 3.87 and 5.59. For girls they are 3.00, 3.18 and 5.24. F-ratio for interaction of creativity and gender (=0.196) is not significant at .05 level. It indicates that effects of creativity on aggression among boys and girls are the same.

F-ratio for the main effect of creativity on social passivity (= 41.113) is significant at .01 level. Means for high, average and less creative students are 1.85, 2.51 and 4.82. Less creative students exhibit more social passivity than highly creative (t = 8.4303, df = 147, p < .05) or average creative students (t = 8.1367, df = 389, p <.01; and students with high creativity exhibit less social passivity than those with average creativity (t = , df = 456, p > .05). Means for boys and girls are 2.05 and 2.54. F-ratio for the main effect of gender (= 3.446) is not significant at .05 level. It means that boys exhibit as much social passivity as girls. Mean scores for high, average and less creative boys are 1.96, 2.72 and 4.82. For girls they are 1.71, 2.29 and 4.82. F-ratio for interaction of creativity and gender (=0.309) is not significant at .05 level. It indicates that effects of creativity on social passivity among boys and girls are the same.

F-ratio for the main effect of creativity on withdrawal (= 21.093) is significant at .01 level. Means for high, average and less creative students are 3.64, 4.03 and 5.12. Less creative students exhibit more withdrawal than highly creative students (t = 4.2639, df = 147, p<.05) or average creative students (t = 3.897, df = 389, p < .01); whereas students with high and average creativity do not differ from each other on withdrawal (t = .0704, df = 456, p > .05). Means for boys and girls are 4.10 and 3.86. F-ratio for the main effect of gender (=2.010) is not significant at .05 level. It means that boys exhibit as much withdrawal as girls. Mean scores for high, average and less creative boys are 3.64, 4.03 and 5.12. For girls they are 3.14, 3.64 and 5.88. F-ratio for interaction of creativity and gender (=2.278) is not significant at .05 level. It indicates that effects of creativity on withdrawal among boys and girls are the same.

F-ratio for the main effect of creativity on tolerance (= 2.524) is not significant at .05 level. Means for high, average and less creative students are 7.23, 7.34 and 8.07. It means that students with high, average and low levels of creativity do not differ from one another on tolerance. Means for boys and girls are 7.47 and 7.3628. F-ratio for the main effect of gender (= 0.289) is not significant at .05 level. It means that boys exhibit as much tolerance as girls. Mean scores for high, average and less creative boys are 7.13, 7.48 and 7.88. For girls they are 7.37, 7.19 and 8.27. F-ratio for interaction of creativity and gender (= 0.720) is not significant at .05 level. It indicates that effects of creativity on tolerance among boys and girls are the same.

Product moment coefficients were computed to find out the relationship between creativity and its aspects viz. fluency, flexibility and originality on one hand and various social behaviours on the other. Observation of the table 2 shows that creativity among boys is positively related to concern for others; it is negatively related to dependence, power assertion, ingratiation, social conversation, social passivity, aggression, withdrawal; and it is not related to compliance and tolerance. For girls, creativity is positively related to concern for others; it is negatively related to dependence, power assertion, ingratiation, social conversation, social passivity, aggression, withdrawal; and it is not related to compliance and tolerance. Fluency aspect of creativity among boys is positively related to concern for others but it is negatively related to compliance, dependence, power assertion, ingratiation, social conversation, social passivity, aggression, withdrawal and tolerance. Fluency aspect of creativity among girls is positively related to concern for others; it is negatively related to compliance, dependence, power assertion, ingratiation, social conversation, social passivity, aggression and withdrawal; and there is no significant relationship between fluency and tolerance. Flexibility aspect of creativity among boys is positively related to concern for others but it is negatively related to compliance, dependence, power assertion, ingratiation, social conversation, social passivity, aggression, withdrawal and tolerance.

Table 2: Correlations between creativity and various social behaviours

Social Behaviour	Correlation with							
	Fluency		Flexibility		Originality		Creativity	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Concern for others	.1617**	.1267*	.1350**	. 1055*	.0950	.0547	.1406**	.1264*
Compliance	-.1513**	-.1154*	-.1938**	-.1485**	-.0774	-.1246*	-.1531**	-.0563
Dependence	-.1191*	-.1898**	-.1327**	-.2165**	-.1338**	-.1552**	-.1493**	-.1338*
Power assertion	-.1069*	-.1513**	-.1161*	-.1958**	-.0628	-.1524**	-.1231*	-.1064*
Ingratiation	-.2743**	-.2779**	-.2750**	-.3078**	-.2012**	-.1685**	-.2922**	-.1632**
Social conversation	-.1237*	-.1062*	-.1272*	-.1150*	-.0402	-.1787**	-.1015*	-.0881
Social passivity	-.3787**	-.3832**	-.3885**	-.3818**	-.2068**	-.2388**	-.3399**	-.2957**
Aggression	-.2142**	-.2761**	-.2430**	-.2680	-.1356**	-2520**	-.2266**	-1953**
Withdrawal	-.2546**	-.3305**	-.2731**	-.3497**	-.1075	-.2112**	-.2376**	-.2844**
Tolerance	-.1196*	-.0438	-.0831 *	-.0308	-.0363	-.0188	-.0982	-.0045

***/* significant at .05/.01 level.*

Flexibility aspect of creativity among girls is positively related to concern for others; it is negatively related to compliance, dependence, power assertion, ingratiation, social conversation, social passivity, aggression and withdrawal; and there is no significant relationship between flexibility and tolerance. Originality aspect of creativity among boys is not related to concern

for others, compliance, power assertion, social conversation and tolerance but it is negatively related to dependence, power assertion, ingratiation, social passivity, aggression, and withdrawal. Originality aspect of creativity among girls is not related to concern for others and tolerance but it is negatively related to dependence, power assertion, ingratiation, social passivity, aggression, compliance, power assertion, social conversation and withdrawal.

It has been found that highly creative students exhibit more concern for others but less compliance, dependence, power of assertion, ingratiation, social conversation, social passivity, aggression, and withdrawal. Creativity among boys as well as girls is positively related to concern for others but it is negatively related to dependence, power assertion, ingratiation, social passivity, aggression and withdrawal. The highly creative students live in the society and they have to learn to live together and think about the welfare of others. So, it is quite natural for them to have more concern for others. The more creative one is, the more concern for others he or she will have. Highly creative students exhibit less compliance, dependence, power of assertion, ingratiation, social conversation, social passivity, aggression, and withdrawal. These social behaviours will help them in reducing their level of stress in adverse social conditions. They reflect the impact of socialization and conformity to social norms in spite of their tendencies to be uncommon in their solutions and problem solving approach.

Fluency and flexibility aspects of creativity among boys as well as girls are positively related to concern for others but negatively related to compliance. For boys, tolerance is negatively related to fluency and flexibility but for girls the two aspects of creativity are not related to tolerance. Originality among boys as well as girls is not related to concern for others and tolerance. Originality among boys as well as girls is negatively related to dependence, ingratiation, social passivity, aggression and withdrawal. Originality among boys is not related to compliance, power of assertion and social conversation but for girls the relationship is negative. The values of correlations between different aspects of creativity and various social behaviours are quite low. It seems that originality will influence students' social behaviours of boys and girls differently. This may be a reflection of difference in parent-child and teacher-pupil interactions.

EDUCATIONAL IMPLICATIONS

Findings of the present study have revealed positive relationship between creativity and concern for others. Our New education Policy calls for holistic development of students through education. Efforts are to be made for developing empathy, freedom, equality, justice, etiquettes, courtesy, democratic spirit, sense of responsibility, sense of serving the humanity and creativity. Development of more concern for others, independence, being pro-social, and anger management competence, and adoption of strategies to reduce power of assertion, compliance, social passivity and ingratiation is necessary. This will not stifle creativity. Positive

reinforcement of these social behaviours among the highly creative students will support them. Though tolerance has not been found to be related to flexibility and originality among boys and girls and fluency among girls, and a negative relationship exists between boys' fluency and tolerance. Efforts to develop tolerance are the need of the hour.

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