

Impact of Cultural Differences on Creativity

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ABSTRACT

In this paper, the author has made an attempt to indicate the impact of cross-culture on creativity through the prism of psychological perspective. Creativity is an ability to produce new forms in art in or mechanics or to solve problem by novel methods, which is shaped by various factors such as socio-economic conditions, sex, cultural background among others. Stressing on the fact that culture plays an important role on creativity, the author has tried to review a lot of literature from different parts of the world. In addition to that, the author has also analysed various comparative studies between different social groups as to gauge the impact of culture on creativity.

Keywords: Cross-Culture, Creativity, Tribal, Intelligence, Society.

INTRODUCTION

Creativity is found in all the living creature in varied degrees. It is process of changing development and evolution. It is organisation of subjective life which is shaped by various factors such as sex, socio-economic status among others. Some of the family influences on child's personality are determined by society and culture into which he is born. Each society has its own ethical and other values, accepted and unaccepted ways of behaving, idea of prestige, status, achievement and even normative model of actors and actresses, which are peculiar to itself. All these are transmitted to the child through the family and later through contacts which other people in his social milieu.

Culture is the coercive influences dominating the individual and moulding his personality by virtue of ideas, conception

and beliefs which are brought to bear on him through communal life. The relation between culture and the individual is not one-way affair. The lines of influences run both ways. Culture influences the person in a massive and pervasive manner and thus makes for the stability of society. The person also influences his culture and this makes for a social change. Culture of the given society also influenced by contacts with other cultural groups. Thus, as there is "congruence between the physical surround and culture" So is there a congruence between social surround-The neighbouring culture of any given society. Culture of the people consists of distinctive model patterns of behaviour and underline regulatory beliefs, values, norms, and premises. The individual and his culture are complexly related. He may act as a creature of the culture of his group, also a carrier manipulator, creator of his culture.

CROSS CULTURE METHOD

Cross Culture Method is designed to discover similarities and differences among cultural pattern in sample of societies. In the method, each society is assigned the score on each of the number of selected cultural dimensions. This score is the model practice of belief in the society. The scores of the various societies are then compared. The potentialities of the cross-cultural method, long in use by anthropologist have been significantly increased by creation of the human relation area files. Murdock (1949) reported on usefulness of cross-cultural files in his study of "social structure". The cross-cultural method has been used to test hypothesis derived from cultural theory and

in recent years to test hypothesis from psychological theory. Creativity of the individual is also influenced by his culture. It gives proper environment to generate and produce creativity of the individual. Stein (1960), accepted the importance of culture in creativity. Every culture has its own specific creative potentialities. It differs from family to family, state to state, country to country. Creative potential of the Mithila arts is quite different Mughal arts. We also remember Tulsi das as well Shakespeare. We see the different culture effect on creativity Eskimo's people as compare to Indian. Every culture has rich heritage. We may see two main aspects of study of creativity in a cultural perspective. Firstly, differences any, found between the subject of two culture may be integrated in terms of prevailing creative atmosphere within a culture into what extent a specific culture is ready to encourage the novelty and uniqueness in action and thoughts of his members. Many psychologists have tried to see the effect of cross-culture on creativity taking the sample of Muslims and Hindu. Muslims and Hindu have quite different culture. Their way of living, their mannerism, their hobbies, habit are quite different.

EXPLICIT AND IMPLICIT CULTURE

The explicit culture comprises directly observable regularities in the verbal and non-verbal behaviour of the members of a society. The implicit culture consists of the belief, values, norms, and premises which the anthropologist infers in behaviour and explains the pattering of seemingly unrelated bits of behaviour. Culture is as people do. Standard behaviour is the pattern of behaviour of typical individual in a situation standard in a culture. All the standard behaviour taken together comprises the explicit culture of the society. By far the most important class of standard behaviour is the standard inter-personal behaviour which may define as a system of reciprocal role of behaviour in each standard situation, two or more person who are typical

members of respective position. A doctor interviewing a patient, A lawyer conferring with a client, a teacher lecturing in the class and a father disciplining his son. These are the example of standard interpersonal behaviour-event in Indian culture. Implicit culture is akin of to the social psychologist and concept of psychological factor-cognitions, wants, inter personal response, attitude. Implicit culture may be defined in a psychological term as a model of cognition - - Ideas, knowledge, love, superstition, myth, and legends share by most of the members of the society by the typical occupants of the various positions in the society. Myth and legends constitute a very important body in a folklore in every society. They provide basis for continuity of social life and culture. Culture, like personality varies in the degree in which they are integrated. Simpler pre-literate culture may have been highly integrated, literate culture of modern industrial societies. Culture is the combination of physical and physiological components. Piddington (1950) believes that culture covers geographical environment, political organisation, education, economic system religion, art, recreation, ceremonial, function, material acquisition, norms, social organisation.

LITERATURE REVIEW

There are lot of literature review showing the culture on creativity. Bruner (1961) found the development of human intellectual functioning from infancy to such perfection as it may reach is shaped by a various technological advance. Growth depends upon proficiency in techniques and skills involved in it. These techniques are not within the main invention of individuals who are growing up. They are rather skills transmitted with varying effectiveness and a success of culture. Torrance (1962) administered a test on sample of thousand students from Australia, Germany, USA, India, Samoa and U.S Whites. He concluded that all the culture except that of Samoa, the development curbs of creative thinking abilities contend discontinuities. Sallery

(1968) conducted the test of creativity on the sample of 48 Arabs and 48 Canadians; he found that subject shows greater degree of complexities and details in free hand drawing in both the culture. Straus and Straus (1968) compared the creativity of Americans and Indian people. He found on Americans are higher on creativity than Indian people. He accepted that this difference is due to the degree of freedom.

Doyle (1970) studied on the sample of 27 Negroes and 31 Caucasians of VII and VII classes. He found Negroes are superior in creativity to Caucasians. The difference shows the influence of culture on creativity. Richmond (1971) conducted the study of Negroes and Caucasians and he found later to be better on verbal fluency and flexibility, figural flexibility, and originality Negroes shows high scores on figural elaboration. Sharma (1972) studies the effective of rural and urban subject. He found that rural subjects are more creative in comparison to urban counter parts. Hussain and Hussain (1975) administered a test on sample from Aligarh Female students and male students of Ranchi district which represents two sub cultural background. He found girls superior on originality but not on influence abilities, flexibility, and elaboration. These differences have been attributed to cultural variation. Sharma. KN (1979) considered culture to be multi model complex. Variation in the culture was subject of study by Mohsin, S.M (1984) in a cross-culture studies individual variation was held constant in it. The member composing a culture was treated as homogeneous because it is the typical or normative aspect of behaviour of cultural unit that is taken into consideration.

COMPARATIVE STUDY ON DIFFERENT CULTURAL GROUPS

De, B. (1984) administered a test on tribal and non-tribal subjects of high school students from Bihar states. He attempted the cognitive style and cognitive ability of his subjects. He has taken thinking as intelligence as cognitive variable. He

considered cognitive style as a character tics way in which individual conceptually organise their perception. Two such ways are field dependent and field independent. The researcher wanted to find out whether the tribal students would differ from their non-tribal counterparts, whether there was any significant relationship with intelligence and creativity and to find out whether cognitive style was related to reasoning and creative thinking. The subjects were Oraon and Munda students of both Christian and no Christian males and females having age range of 12-14 age. Thenon-tribal subjects where from high caste and schedule caste of Hindu male and female. The size of sample of each category was 20 for measuring cognitive style-Witkin's embedded figure test. The general intelligence test was measured by Raven's progressive Matrices tests. Mehdi'snon-verbal creative thinking was also a tool for measuring creativity of the subjects.

The statistical analysis of result of analysis was as follows:

- 1) Neither male or female tribal were significantly differs from there non tribal counterparts
- 2) The Oraon male Christian and Sarna tribal subgroups showed no significant difference.
- 3) The female subject of the Oraon Christian and Sarna showed significant difference at point .01 level of confidence.
- 4) Mundas Christian and Sarna male subjects showed no significant difference in comparison to their female counterparts.

The result also showed that creative thinkers where those people whose cognitive style involve the least censoring of the information available in external world. De.B had manipulated his tests on urban population and his sample was not large so he want not to generalise inferences to be made.

Hussain S. (1985) presented a paper entitled "Across cultural studies of

creativity” presented at international congress of cross-cultural psychology held that Istanbul Turkey. The sample considered 320 tribal and non-tribal male and female school students. For the measurement of non-verbal creativity, the test of non-verbal divergent thinking (Mehdi, B. 1973) was used. The main purpose of the test was to examine the difference between two cultural groups in terms of their creativity. The scheme for the comparison was as follows.

- a) Tribal vs. non tribal male students
- b) Tribal vs. Non-tribal female students
- c) Tribal vs. Female students
- d) Non-tribal male vs. Female students

Two sets of responses from tribal and non-tribal were obtained, score, table tabulated and finally analysed by applying T-test in order to find out whether two groups differed significantly on their main scores on non-verbal creativity. The results were as follows:

- (a) Tribal male subjects were superior to their non-tribal counterparts in the elaboration aspects of the divergent thinking only ($P < 0.1$). The non-tribal male subject showed better responses originalities as well as composite score.
- (b) The tribal female subjects had been found to be better on elaboration aspects of divergent thinking ($P < 0.5$). The non-tribal subjects show better responses on originality ($P < 0.01$).
- (c) Both the tribal males and females are superior on the elaboration on non-verbal creativity as compare to their non-tribal counterpart. It was also clear that both the non-tribal males were superior on originality score.
- (d) Tribal females found to be better on non-verbal creativity in comparison to their counterparts.

Overall non-tribal had been found to be better on their performance on the test of divergent thinking. Thus, we can say that cultures which appreciate and recognise diversity in individual's thoughts and

actions naturally reinforce for introducing something unique and novel.

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