

A Study of the Influencing Indicators of Artistic Creativity for Senior High and Vocational High School Students: An Example of the Winners of National Championships

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Summary

Creativity is a mental and social process involving the generation of new concepts. Within art, creativity is fundamental (Parker, 2005). Creativity and the significant role it should play within our system of art education is currently a high profile issue. To analyze artistic creativity and the creative process, a primary concern is surely to examine our art education.

Definitions of creativity are often ambiguous. Is creativity a quality? A product? A process? According to many studies and definitions, the contexts of creation include five main ideas:

1. Creativity is an ability to use one's imagination to generate new ideas or new things (Macmillan Essential Dictionary, 2003).
2. Creativity therefore is the production of effective novelty through the operation of our mental processes (Halford & Wilson, 2002).
3. Creativity is the expression of personal characteristics (Csikszentmihalyi, 1996).

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4. Creativity is affected by environmental factors (Klamer & Petrova, 2007).
5. Creativity is the representation of individual experience. It is the result of individual ingenuity that is recognized, rewarded, and transmitted through learning (Zeng, 2006).

Creativity as an achievement relates to judgment procedures, which may influence an artist's behavior (Eysenck, 1994). To further the understanding of creativity in the art domain, we map out the complexity of creativity in the art world and propose a construction with six aspects: personality, environment, learning, ability, thinking process and product.

The artists' personality greatly influences their style of production. Personality is a complex concept. Every artist has a different personality. In this research, we discuss the personality of artists, which refers to the same characteristic that helps their creation. Thus, personality is not about the styles of artistic products.

Although the environment is always considered to be an external effect, it still influences the artist's mental states, and it will affect the artistic creation indirectly. Csikszentmihalyi (1996) describes creativity as the function of three elements- The Society, Culture and the Individual Creator- the interaction of the creator with his environment is an important influence on creativity.

Artistic creation is the creation of beautiful or significant things; it does not need to be innovative to be good, and there are no rules to obey. Nevertheless, artistic creativity still needs to be nurtured through education, which means the process of observation, imitation and learning.

Creativity is the act of turning new ideas into reality. Creativity includes four abilities: fluency, flexibility, originality and elaboration (Guilford, 1986). The factors in artistic aptitude are too many to have a common conclusion. The artistic aptitude includes technique, sensitivity, imagination, artistic appreciation, and the ability to question the ordinary (Meier, 1939).

The main purpose of this study was to construct the influencing indicators of art creativity for senior high and vocational high school students. The research scope was hypothesized in visual arts, music and drama. According to the literature review, in terms of a creativity convergence viewpoint, there were six dimensions of artistic creativity, which included personality, environmental factors, learning, ability, thinking process and product.

Every influencing indicator that impacts artistic creativity was established by means of qualitative and quantitative analysis. The qualitative analysis was conducted with in-depth interviews to obtain information, and then the influencing indicators were found by means of essence release methodology. The quantitative analysis is implemented to verify the consistency between the experts' judgments.

The honorable groups or individual winners from the nationwide competition for the art category were selected as the subjects of this study. Four persons and one group were selected for carrying on in-depth interviews. After data analysis, an outline of the checklist control table was recognized for art creativity. The expert groups who conducted Hermeneutics studies were divided into two groups: one group was the art scholars who had a deep understanding of art creativity, another was high school and vocational teachers who had instructed (or consulted) the students and participated in the competitions in their roles as educators. Finally, 56 influencing indicators of art creativity were found in the research.

After these influencing indicators were obtained, they were recorded in "the creativity influencing indicators evaluation table", and then analyzed and discussed by the scholar and teacher groups. After grading from two expert groups, two sets of scores were obtained, and a consistent analysis was made. Goodman-Kruskal Gamma factor (Goodman & Kruskal, 1954) was used to evaluate the expert groups with regard to the importance of indicators to verify the consistency between the two expert groups. Finally, the important influencing indicators were identified. The reliability of judges was very high; there were 32 indicators listed as important. The findings from this study show that the most important indicators were the personality and ability aspects, followed by the environment, learning, the thinking process, and product.

As a whole, the convergence viewpoint of creativity theory will integrate individual and environmental factors to explain the aspects of personality, environment, learning, ability, thinking process, and product etc. The influencing indicators of art creativity from this study have been proved.

Keywords: arts, creativity, indicator, senior high and vocational school, art education

