THE EFFECT OF SOCIAL FEEDBACK ON ARTISTIC CREATIVITY: A QUANTITATIVE STUDY OF FINE ARTS STUDENTS IN ENUGU STATE

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ABSTRACT

Over the years, arts have assumed a ubiquitous part of humankind, reflecting a means of communicating ideas, feelings, and solutions in a way other than verbally or written. It is an area of study that requires skills and mental capabilities to be presented as a concept. Intimations suggest that the social environment influences creativity. Indeed, artistic ideas are created for appraisal. Hence, comments from people are integral to creative art. The primary objective of the current study was to examine the artistic creativity of fine art students based on social feedback. Participants in the study included one hundred and thirteen (n = 113) students enrolled in fine and applied art departments at tertiary institutions in Enugu State, Nigeria. Self-report measures were used to obtain data. The data were subjected to a simple linear regression analysis, which revealed a significant positive relationship between social feedback and artistic creativity. According to the study, social input is an essential component of artistic creation.

KEYWORDS: *Artistic creativity, social feedback, fine art, students*

INTRODUCTION

Arts are described as a form of the message conveyed in a meaningful creative expression. It reflects a wide range of human skills of creative expression. Indeed, Being interested in art and having knowledge about art are arguably central dimensions of art experience (Specker et al., 2020). Expressing Human creativity and imagination, mainly when expressed visually in the form of painting or sculpture, communicates a powerful message. According to research, visual art is an integral part of people's lives that has a far more significant impact than they might anticipate (Naletelich & Paswan, 2018).

On the other hand, art can be used for purely aesthetic reasons. Art is a human trait that necessitates more extensive central nervous system processing and integration of muscular processes with visual input (Petcu et al., 2016). When viewed in context, it evokes meaning. Art is considered a means of communicating abstract thoughts, ideas, beliefs, and conventions in many civilizations. It is also a path to express opinions, effects, and results in a non-verbal form. Numerous studies have emphasized the benefits of art to the individual and society at large (Brezovnik, 2015; Foca, 2018; Haeyen et al., 2020; Lloyd, 2017; Marrino, 2018; McCathy et al., 2018; Morris et al., 2016; Pongarn et al., 2019; Radbourne et al., 2010; Sowden et al., 2015). Art is linked to creative problem solving, more excellent mental and innovative abilities, self and cultural awareness, improved academic outcomes, communication skills, and overall well-being. The importance of art education in the strategic construction of cultural meanings in the creative sector discourse cannot be overstated (Kasiyan, 2019). The importance of the arts in learning has been well demonstrated (Sajnani et al., 2020), but less attention has been paid to artistic motivation and feedback.

The development and management of artistic skills are essential to the overall success of fine arts students. Observing, imaging, modeling, visualization, abstracting, pattern recognition, and pattern invention, analogizing, dimensional thinking, body or kinesthetic thinking, manual dexterity, tool familiarity, converting data into visual or graphical forms, converting theories into mechanical procedures, and understanding data and experiment are all examples of creative skills. Because it requires mental processing, manipulation, and imagery, artistic talents and abilities are essential in obtaining innovative knowledge in the arts (Anuar et al., 2019). Fine arts students can integrate into society thanks to their artistic skills. However, enhancing these abilities in social or academic settings has proven difficult. Firstly, in addition to the low recognition accorded to art as a subject in the Nigerian education system, the concept of art remains ambiguous to many people. Perhaps, it is observed that a large part of society does not perceive art as a priority subject in the school curriculum. This widely held belief stems from the assumption that art is a superfluous, unnecessary, and secluded pursuit (Opoko & Nwade, 2014). As a result, each artist's motivation is reliant on society's acceptability, approval, and recommendations. As a result, while social input is essential in artistic inspiration, little research has been done on it. As a result, the current study is justified.

Social feedback is data that allows people to evaluate their effort and product. People in the social milieu providing input on the quality or significance of a work of art are social feedback. When it comes to motivating actions, feedback may have a variety of consequences (Burgers et al., 2015). As a result, a strategy for assisting artists in judging their artistic work might be based on the feedback supplied by onlookers. The social environment provides opportunities to evaluate and give feedback on people's work. Feedback is one of the most significant effects on learning and performance.

Extensive literature has established a link between feedback and motivation (Agricolar et al., 2020; Bos et al., 2021; Fonge et al., 2019; Geister et al., 2006; Harackiwiz, 1979; Koenka et al., 2019; McIntyre et al., 2016; Teasley, 2017; Willbert et al., 2010; Zhang et al., 2020). However, the effect can be positive or negative (Hattie & Timperley, 2007). Positive social feedback reinforces artists' motivation and enhances their artistic skills. Social feedback serves to correct mistakes and develop understanding through explanations, generate more learning by identifying further study tasks, and promote cognitive abilities. However, most artists are demotivated due to negative feedback from society, thus, relapsing their artistic creativity. Therefore, the current study is concerned with the influence of social feedback on artistic creativity.

The concept of artistic creativity describes the overall artist's enthusiasm embedded in their ability to formulate and fashion meaningful creative ideas. Because artists pay greater attention to social feedback, which consists primarily of remarks centered on their artwork, it is considered that the opinions of others impact their artistic inventiveness. As a result, social input is an integral part of creative creativity. Artists see unfavorable social criticism as a sign that they lack the originality necessary to succeed as artists. On the other hand, positive social feedback has been shown to boost motivation and creativity. As a result, the primary goal of this research is to look at social feedback as a previously unexplored social variable that might explain differences in artistic creativity among fine arts students.

Hypothesis: *Social feedback will significantly predict artistic motivation among fine arts students in Enugu State, Nigeria.*

Method
Participants

Students enrolled in fine and applied art in tertiary institutions in Enugu State, Nigeria, constituted the study population. With the aid of research assistants and contact persons in the respective departments, fine and applied art students comprising males and females were approached between February and April 2022 and asked to participate in the study. The researcher explained the aim of the study to them and equally informed them that participation in the research is

voluntary. After that, the study instrument was distributed to those who consented to partake in the study. A total of 132 questionnaires were handed out to the respondents and were completed and retrieved. However, following the evaluation of the returned questionnaires, some (19) were improperly filled and were discarded. Hence, only the adequately filled questionnaires (113) were used for the study

Measure

Perceived social feedback was measured using a developed Social Feedback Assessment Scale. The 10-item scale was developed to ascertain the participant's evaluation and acceptance of feedback from others. The Likert-type scale was validated after a pilot study, and a Cronbach alpha .78 reliability coefficient was obtained.

The artistic creativity was assessed using a self-developed Artistic creativity Scale. The scale measures students' confidence in their ability to formulate and create an artistic impression in their respective domains. The scale contains a five-point Likert-type scale measuring degrees of confidence, willingness, and enthusiasm. Higher scores indicate higher creativity. The Cronbach alpha .81 coefficient was obtained in the scale.

Result

A cross-sectional design was employed. Data collected from the respondents were analyzed using the statistical package for social sciences (SPSS. Version 23). The simple linear regression analysis performed to examine the effect of social feedback on artistic creativity among fine art students revealed that social feedback statistically significantly predicted the respondent's artistic creativity, $F(1, 111) = 6.231$, $p > 0.00$. In particular, the result showed that social feedback accounted for about 21.1% of the variation in artistic creativity among the respondents.

Table 1:

Table showing the linear regression result on the effect of social feedback on artistic creativity.

	B	SEB	β	R^2	t	Sig
Model				.211		
Constant	1.57	.067			62.43	.000
Social Feedback	-.175	.097	-.174		-52.79	.000

Note. B = Unstandardized regression coefficient; SEB = Standardized error of the coefficient; β = Standardized coefficient; R^2 = Coefficient of determination, ΔR = Adjusted R^2. *P>.0.05

Discussion

The current study investigated the variation in the artistic creativity of fine art students in Enugu State, Nigeria, based on social feedback. Specifically, the study intended to provide insight into how comments, reviews, and suggestions from others might influence fine art students' creative skills. The current paper assumed that social feedback would significantly predict the artistic creativity of fine art students. For this purpose, a simple linear regression was performed on the data, and the result revealed a statistically significant effect of social feedback on the students' artistic creativity. It appears that social feedback accounted for 21.1% of the observed variance in the student's artistic creativity. This finding corroborates previous literature linking feedback to motivation (Bohndick et al., 2020; Eckner et al., 2011; Kaymaz, 2011; Ling & Law, 2019; Tricomi & DePasque, 2016). This present knowledge could be explained by understanding that the reviews, comments, and overall perception in the social environment are essential for creating artistic concepts. If people within the social background do not appreciate the work of art, the idea could relapse. To this effect, social feedback becomes a critical determinant of artistic creativity.

Conclusion

The present study aimed to assess students' artistic creativity variance based on social feedback. The analysis conducted on the data confirmed the study's hypothesis that social feedback significantly influences artistic creativity. Thus the paper concludes that social feedback is an essential variable in the artistic creativity of fine art students. However, caution is advised in generalizing the outcome of this study because the data was based solely on a self-report measure which poses a research limitation. A multiple data collection approach is required to gain a comprehensive insight into the phenomenon. Also, the study sample size may not reflect a reliable criterion for generalization. Thus, a more comprehensive sample might provide a robust ground for inference. However, the present study contributed to the creativity literature by revealing social feedback as a positive predictor of artistic creativity. Also, the study finding provides relevant data to researchers in the field of art and creativity. Hence, future researchers should increase interest in social feedback to improve artistic creativity among Nigerian art students.

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