

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/254301206>

Generality of creativity across performance domains: A replication

Article in *Perceptual and Motor Skills* · January 1991

DOI: 10.1080/10400419109534371

CITATIONS

85

READS

30

1 author:



John Baer

Rider University

98 PUBLICATIONS 3,212 CITATIONS

SEE PROFILE

GENERALITY OF CREATIVITY ACROSS PERFORMANCE DOMAINS: A REPLICATION¹

JOHN BAER

Rider University

Summary.—A replication of a 1991 study in which Baer questioned the importance of general creativity-thinking skills was conducted using a larger sample with a broader range of abilities, as suggested in a 1994 published review by Kogan, 66 girls and 62 boys in Grade 8 wrote original poems and stories, which were later judged for creativity by experts. The correlation between these two measures of creativity was .19. This is similar to previous results.

The importance of general creativity-relevant thinking skills was called into question by a series of investigations (Baer, 1991, 1993) in which correlations between the creativity ratings by experts of various products produced by the same individuals tended to show little correlation. This was true not only across domains as anticipated by Gardner's theory of multiple intelligences (1983, 1988) but within a domain as well. Specifically, the correlations between the creativity of the poems and stories written by the same people were quite low. Sample sizes were relatively small (ranging from 19 to 50), however, and quite homogeneous in ability, which may have attenuated the correlations artificially (Kogan, 1994).

The present study was a replication of the earlier study using a larger sample ($N = 128$) and covering a wider range of abilities. The subjects comprised the entire eighth grade of a racially mixed junior high school. Each subject wrote one poem and one story in the regular English class.

There were three expert judges for the poems (all poets; two of the three were also editors of poetry journals) and three expert judges for the stories (all published writers and teachers of creative writing). Judges rated only the creativity of the poems and stories using Amabile's (1982, 1983) consensual assessment technique. The coefficient alpha interrater reliabilities were .81 for the poems and .79 for the stories.

The Pearson correlation between the creativity of the stories and of the poems written by the same subjects was .19. This confirms the results of the previous investigations without the problem of restriction of range and small samples which had called the earlier findings into question.

REFERENCES

- AMABILE, T. M. (1982) *The social psychology of creativity*. New York: Springer-Verlag.
- BAER, J. (1991) Generality of creativity across performance domains. *Creativity Research Journal*, 4, 23-39.
- BAER, J. (1993) *Creativity and divergent thinking: a task-specific approach*. Hillsdale, NJ: Erlbaum.
- GARDNER, H. (1983) *Frames of mind: the theory of multiple intelligences*. New York: Basic Books.
- GARDNER, H. (1988) Creative lives and creative works: a synthetic scientific approach. In R. J. Sternberg (Ed.), *The nature of creativity*. Cambridge, UK: Cambridge University Press. Pp. 298-321.
- KOGAN, N. (1994) Diverging from divergent thinking [Review of *Creativity and divergent thinking: a task-specific approach*]. *Contemporary Psychology*, 39, 291-292.

Accepted October 4, 1994.

AMABILE, T. M. (1982) Social psychology of creativity: a consensual assessment technique. *Journal of Personality and Social Psychology*, 43, 997-1013.

¹Address enquiries to J. Baer, Rider University, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3099.