

## TO STUDY THE RELATIONSHIP BETWEEN CREATIVITY & PERSONALITY AMONG HIGHSCHOOL STUDENTS

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### ABSTRACT

*The central dimension of human personality is extroversion and introversion, the present study is therefore focussed on the relationship between creativity and extraversion and introversion personality traits. A teacher can identify extrovertism and introvertism among the students easily on the basis of their behaviour and habits. Teacher can also identify the relationship between creativity and these personality traits. This is the basic reason behind the present study undertaken by the investigator.*

*In the present study, the data is collected randomly from ten schools; the total number of the students taken for the investigation are 100. The researcher selected Baqar Mehdi's Creativity Test and Dr. Jai Prakash's Diagnostic Test for Introversion and Extraversion in the present investigation. The data is analyzed by way of mean, standard deviation, critical ratio and Co-efficient of co-relation. The results are discussed and the conclusions are drawn. On overall observation of the study of some educational implications are also given. This research denies any relationship between creativity of extroverts and introverts, which will help all researchers related to the student's personality development.*

*Keywords: Creativity, Introvert Personality, Extrovert Personality, High School Students.*

### INTRODUCTION

School is a place where a child gets an opportunity to reveal his creative talents, where true potentials of the child are tapped; creativity is a very important cognition ability. It is the creative ability of a person due to which new inventions take place every now and then and definitely these inventions has made the life of the people more safer, faster and, comfortable. Therefore, it can be said that for the development and prosperity of any nation, creative persons are required.

Unfortunately, in India, the hidden talent in the child remains hidden; his creative potentials remain mystery not only to the child himself but also to the rest of the world, due to defective curriculum and partly due to teacher's indifferent attitude in this regard.

The teacher (if enthusiastic) has to go an extra mile in an effort to tap the creative potential of the child, which may not be seen through his introvert behaviour. For this matter, teacher's work burden will have to be lessened. Teacher is over worked most of the time as he is busy in imparting the

curriculum like a parrot, a curriculum that is not helpful in tapping the creative potentials of the child.

Extrovert characteristic of the personality is identifiable and therefore, it can be made the basis to measure the creative ability of the child. The teacher can develop creative ability in the child on this basis.

The present study is an effort to find out the relationship between creativity and personality trait (extrovert and introvert) of the child. The age and maturity level of the high school student is at the developmental stage; the teacher can identify the creativity level of student on the basis of his existing personality trait extraversion-introversion. According to his observation the teacher can take steps to promote the creative student for a better performance and can provide remedial steps for less creative students. Therefore, personality composition of the child can also be understood through this research.

### Concept of Creativity and Personality Traits

Man's personality traits are bipolar in nature, while some individuals may show a particular personality trait, others

may exhibit its opposite. Thus there are some who are introverts while some other may be extroverts.

## **Definition of Personality**

According to Fergusson L.W. (1952) "personality is the sum total of all the biological innate disposition, impulse tendencies, aptitudes and instincts of the individual and the acquired dispositions and tendencies acquired by experience".

According to Mark A. Runco (1997) "Personality is the individual's consideration as a whole. It may be defined as the most characteristic integration of an individual's structures, modes of interest, behaviour, capacities, abilities and attitudes.

## **Classification of Personality**

Carl Jung is the originator of the concept of extrovert and introvert personality trait; he classified personality on the basis of quality of sociability.

## **What is Extraversion?**

Extraversion is preference to focus on the world outside the self. Extroverts enjoy social interactions and tend to be enthusiastic, verbal, assertive, and animated. They enjoy large social gatherings, such as parties and any kind of group activity. Extroverts are likely to enjoy time spent with people and find themselves energized by social interaction.

## **Kinds of Extroverts**

- Men of thought: Persons who do not like reasoning, they are mainly doctors, lawyers, even teachers, etc. In their action, no reason is available. In this type, persons are capable of becoming efficient administrators and managers.
- Men of Feeling: In this type persons decide things on the basis of their own feelings.

## **What is Introversion?**

Introversion is preference to focus on the world inside the self. Introverts tend to be quiet, peaceful and deliberate and are not attracted to social interactions. They prefer activities they can do alone or with a close friend, activities such as reading, writing and inventing. Introverts find social gatherings, draining. Introversion is not the same as

shyness or high sensitivity, but those qualities can be experienced together or during interacting with each other.

"People can be extreme extroverts, extreme introverts, or a combination of both. Since, extraversion is the dominant mode in our society, there are no 'closed extroverts', but there are many 'closed introverts', people who are so ashamed of their introversion that they try to be extroverts.

An extrovert "is one whose mental image, thoughts, and problems find ready expressional overt behaviour" according to the psychologist Allport (1937), whereas an introvert "dwells largely in realm of imagination. Introverts, if given sufficient ability may become visionary poets or artists".

Murray has given a very good definition on creativity –

"Creativity is the process which results in a novel work that is accepted as tenable or useful or satisfying by a group at some point in time."

Creative people tend to be both extroverted and introverted. We're usually one or the other, either preferring to be in the thick of crowds or sitting on the sidelines and observing the passing show. In fact, in current psychological research, extraversion and introversion are considered to be the most stable personality trait that differentiate people from each other and that can be reliably measured. Creative individuals, on the other hand, seem to exhibit both traits simultaneously.

## **Review Studies**

Some of the relevant studies previously done on creativity and personality are mentioned here –

Rathi (1984) in the study on 'personality correlates' of creativity among secondary school children concluded that, all the personality variables which correlated significantly with creativity can be developed by improving the correlated variables, pointing to the possibility of development of new educational strategies for the students of high creativity.

While studying personality characteristics of creative adolescents, Ramajee (1984) found that high creative adolescents exhibited a greater introversive tendency as

compared to their low creative counterparts, and concluded that there is negative correlation between creativity and personality variables.

Tripathi (1983), found the relationship between personality and creativity also with socio-economic status and found positive correlation between the SES and creativity. He also concluded that females were higher on creativity than their male counterparts.

Verma (1988), conducted a study which was aimed to find the difference in the personality pattern of low and high creativity. The finding revealed that high creative persons were more introvert than low creative persons, and both high and low creative persons reacted emotionally to the environment.

The above studies have shown that there is an influence of creativity with personality variables.

### **Objectives of the Study**

The following are the objectives of the study

- To find out the personality traits extrovert and introvert among the high school students.
- To find out the relationship between creativity and personality among the high school students.
- To find out the relationship between creativity and extrovertism among the high school students.
- To find out the relationship between creativity and introvertism among the high school students.

### **Hypothesis of the Study**

The following are the hypotheses suggested by the researcher

- There is a significant relationship between creativity and personality trait extraversion.
- There is a significant relationship between creativity and personality trait introversion.
- There is no significant difference between the creativity of extroverts and creativity of introverts.

### **Methodology of the Study**

For the researcher, survey method seemed to be appropriate as it involves a systematic and comprehensive study of a particular community,

organization, group, etc., with a view to analyse a social problem and the presentation of recommendations for its solution.

### **Population of the Study**

The population of the study consists of the high school students studying in the schools of Aurangabad city.

### **Samples of the Study**

In this study, simple random sampling technique was employed. The sample was represented by the students of high schools of Aurangabad city. Ten schools were randomly selected for the study and from every selected school 25 students were selected, in this way the total number of students selected for the study were 250. Since, the variable of the study introversion – extraversion is normally distributed (it follows NPC), maximum students should have to be in the range of average score.

The researcher administered the tool on the selected high school students, the students were given ample time to understand the questionnaire and give the desired response. The researcher then carefully searched for introvert – extrovert students. The researcher found that out of 250 students, 100 possessed the desired personality trait while the rest of the students were in the range of average score.

It means the total students possessing introvert-extrovert personality were 100. The researcher then used purposive sampling on these students for testing their creativity. A creativity test was administered on the students possessing introvert-extrovert personality trait.

### **Tools used in the Research**

The following standardized tools were used for the present investigation

- Verbal Test of Creativity by Baqer Mehdi.
- A diagnostic test for introversion-extraversion by Dr. Jai Prakash.

### **Data Collection**

For collection of data, the researcher obtained the necessary permission from the selected schools. Before distributing the questionnaire and administering the test on the students, the researcher established cordial

relationship with them. The researcher then distributed the 'Diagnostic Test for introversion-extraversion'. The detailed instructions on how to give responses to the test items were then explained and doubts were clarified. After completion of the test, scoring was done to find out the number of introvert and extrovert students among the sample students.

In this way two groups were identified, introvert-extrovert students and average students. Since the investigator was concerned only with introvert-extrovert students, he identified them, separated them and then administered on them a test on creativity namely 'Verbal Test on Creativity'.

### Statistical Treatment

The researcher put the data edited and coded together in a carefully designed table for statistical analysis, 'Pearson Product Moment Correlation Method. Mean, SD and, t-test were used to analyse the data. The statistical procedure were taken from Guilford (1978) and Garret (1971).

### Limitations of the Study

- The study is limited to Aurangabad city only.
- The sample consisted of only 100 students from Aurangabad city.

Table 1 shows the calculated value of co-efficient of correlation  $r = -0.19$  For the value of df at 98 standard value of  $r$  at 0.05 level of significance = 0.195. Since, the obtained value of  $r$  is less than its standard value, it is inferred that  $r$  is insignificant at 0.05 level. Table 2 shows the calculated value of co-efficient of correlation  $r = +0.36$ . For the value of df at 98 standard value of  $r$  at 0.05 level of significance = 0.195. Since, the obtained value of  $r$  is greater than its standard value, it is inferred that  $r$  is significant at 0.05 level.

Since, the obtained value 1.15 is less than that of table 't' value (1.98) at 0.05 level, it is inferred that insignificant difference between creativity of extroverts and creativity of introverts was found in Table 3.

### Findings

- Table 1 reveals that calculated value of  $r$  is less than

standard value of  $r$  at 0.05 level, the value of  $r$  is insignificant. Thus, the hypothesis H1 is rejected.

It means that there is no significant difference between these two variables and it has been inferred that the personality trait extraversion does not significantly affect the creativity level of the students.

- Table 2 reveals that calculated value of  $r$  is greater than standard value of  $r$  at 0.05 level, the value of  $r$  is significant. Thus, the hypothesis H2 is accepted.

It means that there is significant difference between these two variables and it has been inferred that the personality trait introvert significantly affect the creativity level of the students.

- Table 3 reveals that 't-value' is 1.15 which is less than table value at 0.05 level, therefore, H3 is accepted and thus it is concluded that there is no significant difference between creativity of extroverts and creativity of introverts.

### Conclusion

- The research study found very low negative (-0.19) relationship between creativity and extroversion personality score of students, which indicates that extrovert personality does not affect their creativity level.
- The research study found moderate positive (+0.36) relationship between creativity and introvert personality scores of the students, which indicates that development of introvert personality in-turn develops their creativity level. Therefore, it is essential to develop the creativity

Area	$\Sigma x^2$	$\Sigma y^2$	$\Sigma xy$	$M_x$	$M_y$	$r$
High school students	5899	5201	6097	82.87	6.9	-0.19

Table 1. Correlation Between Creativity and Extraversion Personality Trait of High School Students

Area	$\Sigma x^2$	$\Sigma y^2$	$\Sigma xy$	$M_x$	$M_y$	$r$
High school students	6922	5395	66059	83	7.2	+0.36

Table 2. Correlation Between Creativity and Introvert Personality Trait of High School Students

Factors	Mean	SD	df	t	Significant /insignificant
Introverts	7.2	2.9	98	1.15	Insignificant
Extroverts	6.9	3.9			

Table 3. Difference Between the Creativity of Extroverts and Creativity of Introverts

among the students.

- The research study found that mean scores of high school students as far as their introvert personality is concerned is 7.2 and extrovert personality is 6.9 respectively. Therefore, it is concluded that there is no significant difference between these two variables in the high school students of Aurangabad city.

### **Education Implications & Recommendations**

- A child who is reserved by nature, may also prove to be creative, being introvert has no correlation with high creativity. Therefore, teacher should encourage and motivate introvert students by offering them creative work wherever possible.
- Child's personality is at the developing stage, therefore it is very essential for the teacher as well as the parents to understand the composition of personality traits and his cognitive ability.
- Curriculum should be designed in such a way that introverts should also get scope for developing their creative skills.
- Some parents discourage their introvert children from opting science or technical subjects in higher education. It is suggested that parents should encourage them to go for science stream as introverts can also prove their creative potentials if given opportunity.
- Extroverts may have an upper hand as far as creativity is concerned, they may be intellectually rich since they are more responsive to the environment, adjust easily, bold in taking decisions. Schools should create such an environment that introverts should also get easily adjusted in that environment.
- Highly creative people have a flexibility approach and a wide range of interpretive background that contributes to the efficiency of intellectual functions. Therefore the curriculum should be designed in such a fashion that it should provide flexibility for both extroverts and introverts.
- At the secondary level, the student's personality is at the developing stage. So it is very essential for the teachers, parents and curriculum authors to understand the composition of personality traits and cognition ability.

This research denies any relationship between creativity of extroverts and introverts, which will help all the researchers related to the student's personality development.

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