



ISSN 2278 – 0211 (Online)

## A Study of Creativity in Relation to Personality types among Secondary School Students

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### **Abstract:**

*Systematic educational research in creativity is an important and fruitful field of endeavor. The problem as complex as the concept is are uncertain and the results often are as conflicting as the subject is enticing and vital. Whether it is about the relation of creativity and various personality traits or about the possibility of facilitating creativity in the classroom, there seems to be almost as many points of view as there are related studies.*

*Above all, very few studies have been conducted on extraversion and introversion in relation to creativity. Even whatever has been studied regarding these variables with creativity show contradictory results so, the present investigation will prove to be useful from the teachers, guidance workers and school counselor's point of view.*

### **1. Introduction**

Today the need for developing creative potential in children has been accelerated as compared to the previous years. In the earlier days, creativity was considered as divine gift, as imagination ability. Also, the literature is full with terms like originality, insight, adventurous thinking, discovery, problem solving and invented ability which have been used synonymously with creativity.

Creativity is considered not only artistic but can also be described as capacity which expresses itself in all areas of life. It is a specific way of handling information of observing things, of behaving and of reacting. Creativity is not monopoly of a few, if opportunities are provided everyone has the potential to be creative in this own way. Creativity is synonymously used as imagination, ingenuity, spontaneity, productivity, originality, divergent thinking, inventiveness, intuition, exploration and giftedness.

In this world, no two individuals are alike; they differ from others in each and every aspect of life. Each individual has its own abilities, capabilities and interest which make him as a separate individual from the others. Every human being whether a child, an adolescent or an adult possesses his own individual personality. Personality is a broad and comprehensive concept covering the organization the individuals predis- position to behavior and his unique adjustment to environment.

In the educational world, the term personality has a wide significance. Personality is all that a person is what we are and what we hope to become is personality. it is said to be the mirror of the ones total behaviour. It is the total integration of physical, emotional, social and character make up of the individual. Personality is expressed in terms of behaviour, attitude, value, habits, etc.

To assess the personality of an individual we must know the nature of the personality. The different factors which contributes to it and also the different types of human being. Human personality has been classified it to different ways by psychologists.

#### *1.1. Objectives*

- To study the creativity of secondary school students.
- To study the Extraversion and introversion of secondary school students.
- To study the relationship of creativity with Extraversion and introversion.

#### *1.2. Hypothesis*

- There will difference in creativity of secondary school students studying in government and private schools in relation to extraversion and introversion.
- There will be significant interactional effect of extraversion and introversion and sex on creativity of secondary school students.

### 1.3. Delimitations of the Study

The present study has been delimited to:

- A sample consisting of 200 students only.
- Students from secondary schools of Chandigarh only.

## 2. Method and Procedure

Methodology makes the most important contribution towards the enrichment of any study. This chapter deals with in the design of the study, selection of representative, sample out of general population, collecting relevant data, applying appropriate research tools and techniques for the scientific investigation of the problem, analysis and interpretation. The selection of the appropriate method or methods to be employed however depends upon purpose of the study, nature of problem.

### 2.1. Field of Investigation

The field of investigation for the study was two government schools and two private schools of Chandigarh.

### 2.2. Sample of Study

In any piece of research, it is not possible to collect data from all the members of the population, so the investigator resorted to sampling techniques. Sampling is the process by which a relatively small number of individual is selected.

The present study was conducted on 200 students from the schools of Chandigarh 100 students were taken from two government schools and 100 students were taken from two private schools of Chandigarh.

Tables showing number of schools and Students-wise strength taken for the sample from each school.

Sr. no	Name of schools	Class	No. of sample
1	Govt. Sec School, Sector 43, Chandigarh	1X	50
2	Govt. Sr. Sec. School, Sector 37, Chandigarh	1X	50
3	Shishu Niketan model Sr Sec, School, Sector 22, Chandigarh	1X	50
4	Guru Nanak Public Sr, Sec, School, Sector 36, Chandigarh	1X	50

Table 1

### 2.3. Tool Used

In the present study, the following tools were used for the collection of data: \

- Nov verbal test of creativity by Bager Mehdi (1973).
- Kundu introversion - extroversion inventory by Kundu (1976).

## 4. Analysis of Data

The data collected was analyzed by using inferential statistical method i.e. by t-test and ANOVA.

### 4.1. Statistical Technique Employed

The researcher has used following statistical techniques for the analysis of data, as these were found appropriate for the present study. Mean, Standard deviation and T-test.

### 4.2. Testing of Hypothesis

**Hypothesis-1:** - There will be a difference in creativity of secondary school students studying in government and private school in relation to extroversion and Introversion.

Source of Variation	Sum of Square (SS)	Degree of Freedom	Mean sum of square's	F- ration
Among all groups	314.076	3	104.692	1.798
With in groups	6170.842	106	58.215	
Main effect				
Type of school (1) I/E (2)	149.924	1	149.924	2.575
	13.067	1	13.067	0.224
International effect				
1x2	178.874	1	178.874	3.073
Error	6170.842	106	58.215	
Total	136861.00	110		

Table 2: Showing ANOVA summary main and interactional effects of sex and introversion- extroversion on creativity of secondary school students studying in government and private schools

#### 4.3. Result and Interpretation

The result entered in table 2 show that F-ratio i.e. 2.575 and 0.224 for the main effect of school and introversion - extraversion on creativity was not found to be significant ant any level of significance which means that is no difference in the creativity of secondary school with regard to schools and introversion - extraversion

The results in table show that F- rations i.e. 3.073 for the interactional effect of schools and introversion - extraversion on creativity was not found to be significant at any level of significance which means that is no difference in the creativity of secondary schools' students with regard to schools and introversion extraversion. Hence, our hypotheses,' There will be difference in creativity of secondary school student studying in government and private schools in relation to extroversion " is rejected.

Hypotheses 2: There will be significant interactional effect of extroversion and introversion and sex on creativity of secondary school students.

Source of variation	Sum of square (SS)	Degree of freedom	Mean sum of square's(MSQ)	F- ration
Among all groups	369.742	6	61.624	1.038
With in groups	6115.177	103	59.371	
Main effect				
Sex (1)	80.382	1	80.382	1.354
Type of School (2)	38.618	1	38.618	0.650
Personality (3)	82.055	1	82.055	1.30082
International effect				
1x2	17.989	1	17.989	0.303
1x3	93.278	1	93.278	1.571
2x 3	44.579	1	44.579	0.751
1x2x3	0.000			
Total	6484.918	109		

Table 3: Shows significant interactional effect of extraversion and introversion and sex on creativity of secondary school students

#### 4.4. Result and Interpretation

The result in above table 3 show that F-ratio i.e. 1.354 and 1.30082 for the main effect of sex, type of school and introversion- extroversion on creativity was not found to be significant at any level of significance which means that there exists no differential in the creativity of secondary school students with regards to sex type of school and their introversion - extroversion.

In case of second order interaction, the F-ratio i.e. 0.303,1571 and 0.751 has no significant interactional effect of sex, type of school and introversion- extroversion is found on creativity. Hence, the hypotheses "These will be significant interactional effect of extroversion and introversion and sex on creativity of secondary school students" is rejected.

### 5. Conclusion

Nature is the only creator, Creativity as we use the term means seeing or expressing new relationships among things or ideas. Every child is creative to some extend in this sense of the term. The amount of creativity and its dimensions vary from individual to individual. Creative children are assessing to the society

Creativity can be understood through the traits of creative personality. Many psychologists believe that highly creative people have distinct personality trait. Many attempt have been made to define personality, some of the important approaches are.

Creativity is the capacity of the person to produce compositions. Products or ideas of any sort which are essentially new and previously unknown to the producer. It can be imaginative activity. It may involve the forming of new pattern and combination of information derived from past experiences, the transplanting of old relationship in new situation and may involve the generation of new correlates. Creativity stands for the capacity to accept challenges', readiness to change one's self and the 'capacity to one's environment'. Creative ones by interest, attitude, value, motive, and drive. It is an attribute of an individual who manifest originality.

Personality of an individual is all that a person is in his totally. It includes everything about a person, his internal body system and outward appearance his covert as well as overt behaviour. What we are today as a person is the result of a constant process of growth and development. Personality is shaped covertly as well as overtly by so many forces, the key of which lies in the hereditary contributions, biological factor, our psychological make up and the various social and cultural factors present in over environment. All of them are the factors which try to shape our personality make up and influence its development in so many ways some characteristics of personality are consciousness', uniqueness, social ability, adjustability, goal directedness, unity integrity, consistency, persistence, flexibility and self concept.

Extraversion and Introversion are way of orienting oneself to the world, objects, values and experiences. When a person's orientation is determined primarily by objective conditions or facts, he is said to be Extrovert. When there cautious inter position of delayed responses between the individual and the objective world, the person so oriented is said to be introvert.

Table 2 shows that the differential between the mean score of introversion-extraversion on creativity is not significant. It can be concluded that there is no difference of creativity on introverts and extroverts. Thus, our hypothesis is rejected.

Table 3 shows that the differential between the means score of boys and girls on creativity is not significant at any level. It can be concluded that there is no difference of creativity on boys and girls. Thus, our hypothesis is rejected.

Through our research, we conclude that there is no relation between the creativity and extroverts, introverts of secondary schools' students.

We have formed hypotheses before starting the investigation because most of the children were ambivert. All our hypotheses become rejected after the investigation. Which means that, extroverts and introverts, boys and girls has no difference with their creativity and there is no relation between 15 he extroverts and introverts studying in government and private schools on the creativity.

It is not necessary that boys and girls, extroverts and introverts of secondary schools may differ on their creative aspect.

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