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Creativity as a function of personality

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Abstract

The present study was undertaken to explore the relationship between creativity and personality factor. The Bager Mehdi Verbal test of creative thinking was administered on 200 students (Age 12–16) and 25% high creative and 25% low creative subjects were selected on the basis of creativity score. Then M. Mehrotra's Hindi version of IPAT's Jr. Sr. HSPQ was applied on north the high creative and low creative subjects to assess their personality characteristics. The test was applied for ascertaining the significance of difference between high and low creative subjects on all the 14 factors of HSPQ. The results revealed significant difference between the high creative and low creative subjects on the 14 factors of HSPQ. More specifically, the high creative subjects were found to have scored higher on personality factors B.C.E.G. J.Q and Q and lower on A.D.I.O. and Q. From the results, it was concluded that creativity as a function of personality.

Keywords: Creativity, relationship between creativity and personality factor

Introduction

Creativity is a complex phenomenon not confined to intellectual function alone, but is also manifested in personality characteristics. So attempts have been made to find out the personality correlates of creativity. Torrance (1962) ^[19] has made an intensive study and summarized his researches regarding personality characteristics of the highly creative person in his book 'Grinding creative Talent'. He has reported three outstanding personality characteristics of the highly creative children-wild, silly ideas, production of ideas "Off the beaten track" and the work characterized by 'Humor' playfulness, relative lack of rigidity and relaxation. Taylor (1962) ^[18] has also found the creative person "as unconventional and as resisting the drives towards conformity and the conventional thinking often found in the schools".

Kurtzman (1967) ^[9] revealed that creative persons were adventurous, extraverted and self confident, Barron (1970) ^[1] reported that creative persons were less religious and orthodox. Schaifer, Charles E. (1968) ^[14] studied the self concept of creative adolescents and indicated complexity, reconciliation of opposites, impulsivity, craving for novelty, autonomy and self-assertion as their characteristics. Yaroshevake, Mc. (1969) ^[22] found divergence, originality, flexibility etc. to be the characteristic of creativity. M. Henty and Choulksmith (1970) ^[12] revealed openness to experience and independence to be important factor for creativity in children.

Sharma (1975–76) ^[15] reported that the chief personality characteristics of creative school students were curiosity, restlessness, adventure, originality, imaginativeness, determination, independence in judgment, self-confidence, sensitivity, varied interests, sincerity etc. Kumar, Grijesh (1978) ^[8] found that highly creative subjects were introverted possessed theoretical values and were highly motivated toward achievement. William, AJ, Poole Millicent, E. and Lott, WR (1979) ^[21] reported that the creative students' value qualities like obedience, diligence, attentiveness and cooperativeness.

Mackinnon (1989) ^[10] observed in this regard ". There are many patterns along which persons travel toward the full development and expression of their creative potential, and that there is no single mould into which all that are creative will fit. The full and complete picture of the creative person will require many images, but if, despite this caution, one still enlists on asking what most generally characterizes the creative individual as he has reported himself in the Berkeley studies, it is his high level of effective intelligence, his openness to experience, his freedom from crippling restraints and impoverishing inhibition, his aesthetic sensitivity,

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his cognitive flexibility, his independence in thought and action, his high level of creative energy, his questioning commitment to creative endeavor and his unceasing starveling for solution to the ever more difficult problems that the constantly sets for himself." Sherman. A.L (2011) ^[16] examined thr relationship between malevolent creativity and personality for this a source of personality measures and two divergent thinking test was administered on a sample of 265 respondents. The result reveal the link between personality and malevolent. Guastello (2009) ^[4] conducted the study to examine relationship between personality traits and creative behaviour. The respondents selected fir this study were adult, under graduate student, professional in their early middle and later career stages. The result revel that there is a consistent positive relationship between openness with creative behaviour and a counsistant negative relationship between conscientiousness and creative behaviour.

Jafar, H (2011) ^[6] has carried out a survey to assess the relationship the between creativity and five factors of personality in high school students of Ardabil (N=630). It is a correlation study obtained result from regression analysis showed that openness to experience, extraversion, agreeableness conscientiousness are positively related to creativity where as neurosis is negatively related to creativity

A study conducted by salih (2012) ^[13] to examine the impact of personality on individual innovation behavior is the necklace and found that openness to experience but no other personality dimensions is positively related to the individual innovation behaviour

Sinha s Fatima (2013) ^[17] examined the impact of the extraversion- introversion dimension of human personality on an individual's level of creativity. The study was conducted on one hundred adults in the Allahabad region of Uttar Pradesh. Result revealed that there is no association between extraversion introversion of personality on an individual's level of creativity.

J.P vyear *et al.* (2014) conducted a study to examine the relationship between creativity and personality and founded that openness was most consistently and strongly related to creativity. Ka yin chow &his colleagues have done an empirical study to discuss the relationship among creative personality "wellbeing and innovation behaviour and the mediation of well-being", between creative personality and individual innovation behaviour. The research findings show the significant positive effect of R& D personal's creative personality on individual innovation behaviour, the remarkable positive effect of creative personality on

wellbeing as well as the mediation effect of well being between R&D personal's creative personality and innovation behaviour.

Jeb s. Puryear, Todd Ketter& others (2017) ^[7, 5] Examined the relationship between creative and personality taking this into account. It was hypothesized that applying different conception and measures would course variation in the creativity personality relationship. Overall the results suggest that despite relatively small effects of personality on creativity there appear to be meaningful differences in the relationship depending on conception and measurement.

Salih Yesil & Fikret Sozbilir (2013) done the study and explore the effect of personality characteristics on individual innovation behaviour. Research hypothesis were drawn from the related literatures and tested through the data collected from hotel employees located in kaharamanmaras in Turkey. The result reveal that openness to experience but no other personality dimension is positively related to individual innovation behaviour.

Christine Toh &Scarlett Miller (2016) ^[20] have done an empirical study on the topic of creativity in the design teams. The influence of personality traits and risk attitude on creative concept selection. The study with engineering students reveal that team who have higher level of conscientiousness, agreeableness and tolerance for ambiguity are more prone to select novel concepts. In addition, the result revealed that the teams who generate creative ideas did not necessarily select creative ideas during concept selection and allow us to provide guidelines for increasing the flow of creative ideas through this process.

Problem

The present study was designed to determine the relationship between creativity and personality factors. In the light of this problem, it was hypothesized that the high creative subjects would differ significantly in their personality characteristics than the low creative subjects.

Method

The sample comprised of 200 students (Ages 12–16 years) of the schools situated in Darbhanga town, out of which 25% high and 25% low creative subjects were selected on the basis of the score obtained by administering the Baqer Mehdi verbal test of creative thinking. The Mehrotra's Hindi version of IPAT's "Jr. Sr." HSPQ was also applied on the both the high creative and the low creative subjects to ascertained their personality characteristics. Then a comparison was made between the personality characteristics of the high creative and low creative subjects on the basis of 't' values

Mean comparisons of the High creative group (HCG) and Low creative group (LCG) on different personality factors of HSPQ.

Personality Factors	Groups	N	Mean	SD	T	P
A	HCG	50	7.30	1.082	6.378	.01
	LCG	50	9.82	2.574		
B	HCG	50	4.90	1.326	4.292	.01
	LCG	50	3.30	.978		
C	HCG	50	12.70	1.40	7.703	.01
	LCG	50	10.42	1.556		
D	HCG	50	2.12	1.12	7.278	.01
	LCG	50	5.52	1.98		
E	HCG	50	8.14	1.21	4.382	.01
	LCG	50	6.90	1.662		
F	HCG	50	12.66	2.182	6.577	.01
	LCG	50	9.74	2.144		

G	HCG	50	13.70	2.164	4.176	.01
	LCG	50	12.18	1.356		
H	HCG	50	10.30	2.742	.953	N.S.
	LCG	50	9.90	1.132		
I	HCG	50	8.82	2.476	3.659	.01
	LCG	50	10.38	2.01		
J	HCG	50	11.30	1.662	6.027	.01
	LCG	50	9.54	1.225		
K O	HCG	50	7.04	3.624	3.263	.01
	LCG	50	8.74	.633		
Q ²	HCG	50	10.6	2.116	3.009	.01
	LCG	50	8.82	2.01		
Q ³	HCG	50	12.304	1.52	11.236	.01
	LCG	50	9.54	.877		
Q ⁴	HCG	50	8.12	2.877	3.602	.01
	LCG	50	10.22	2.958		

From the table, it is evident that the personality factor A is significantly related to creativity. The High creative group has scored lower (7.30) than the low creative group (9.82) on personality factor A and the difference between the two men a scores is significant beyond.01 level of confidence. This result can be explained on the basis of the two different types of temperament. Obviously the high creative subjects are critical, cool, hard and precise (A-). Which are conducive to creativity, whereas the low creative subjects are easy-going, adaptive, soft hearted and dependent on others (A+) which are not conducive to creativity.

The personality factor B is also significantly related to creativity. The high creative group has higher mean scores (4.90) than the mean scores (3.30) of the low creative group and the difference between the two mean scores is significance beyond.01 level of confidence. This is because high intelligence leads the subjects to think and act creatively.

The personality factor c is highly significant in relation to creativity which is evident from the higher mean scores (12.70) of the high creative group as compared to the lower mean scores (10.42) of the low creative group and the difference between the two mean scores is significant beyond..01 level of confidence. This is because the ego-strength, maturity and persistence (c+) enable the high creative subjects to think and act creatively in contrast to the low creative subjects who are unable to control their emotions because of their weak ego (c++). The personality factor D is also highly significant in relation to creativity. The high creative subjects have scored lower (2.12) than the low creative subjects (5.02) and the difference between the two mean scores is significant beyond.01 level of confidence. This is because of the fact that high creative subjects are deliberate and self-sufficient (D++) which tend to increase creative creativity, whereas two creative subjects have excitability and restlessness (D+) which are not conducive to creative creativity.

The personality factor E has significant relationship with creativity. The high creative group has higher mean score (8.14) than the mean scores (6.80) of the low creative group on this factors and the difference between the two mean scores is significant beyond.01 level of confidences. It is obviously due to the fact that self-assertion, confidence, (E+) has made high creative subjects capable of creative activity. On the other hand, submissiveness, and un-confidence (H++) are not likely to creative creativity.

The personality factor F is significantly related to creativity. The high creative group has higher mean scores (12.66) than the mean scores (9.74) of the low creative group and the difference between the two mean scores is significant beyond.01 level of confidence. This is because the responsiveness, humor, wit and freedom from worries (F+) lead to creative activity. On the other hand, unresponsiveness, dullness and worries are not conducive to creative creativity.

The personality factors G is also significantly related to creativity. The high creative group has higher mean scores (13.70) than the mean scores (12.18) of the low creative group and the difference between the two mean scores is significant beyond.01 level of confidence. This can be accounted for on the basis of super-ego character, perseverance, determination and emotional stability (G+) which help the aspect to exercise powerful self-control and to be creative. On the contrary, fickle mindedness, immaturity and emotional instability (G++) are not conducive to creativity act.

The personality factor H is not significantly related creativity, although there is a tendency in the (H+) subjects (Adventurous, responsiveness) towards creativity as compared to (H++) subjects (Shy, cold and self-content) which is apparent from the mean scores of the high creative group (10.30) and the low creative group (9.90).

The personality factor I is significantly related to creativity. The high creative group has lower men scores (8.82) than the mean scores (1.38) of the low creative group and the difference between the two mean scores is significant beyond.01 level of confidence. As the high creative subjects are emotionality mature, independent mended, realistic and self- sufficient (I++) which are conducive to creative activity, so they are bound to be more creative than the low creative subjects who are emotionality immature, dependent, sentimental and liking to live with the people (I+).

The personality factor is highly significantly related to creativity. The high creative group has higher mean scores (11.3) than the mean scores (9.5) of the low creative group and the difference between the two mean scores is significant beyond.01 level of confidence. This is because the high creative subjects act individualistically and evaluate intellectually (J+) than the low creative subjects who like to go with the group and accept common standards (J++).

The personality factor O is significantly related to creativity.

The high creative group has lower mean scores (7.04) than the mean scores (8.74) of the low creative group and the difference between the two mean scores is significant beyond.01 level of confidence. This is because of the fact that high creative subjects are confident and self-secured (O++) and the low creative subjects are timid and insecure. Confidence and security naturally lead to creative activity.

The personality factors Q^2 is significantly related to the creativity. The high creative group has higher mean scores (10.06) than the mean scores (8.82) of the low creative group. The difference between the two mean scores is significant beyond.01 level of confidence. This can be explained on the basis of the fact that high creative subjects are self-sufficient and resourceful (Q^{2+}) which lead to creative activity. On the contrary, the low creative subjects socially dependent on group (Q^{2++}) which is not conducive to creativity.

The personality factor Q^3 is significantly related to creativity. The high creative group has higher mean scores (12.304) than the mean scores (9.54) of the low creative group and the difference between the two mean scores is significant beyond.01 level of confidence. As the high creative subjects are controlled and have exacting will power (Q^{++}) and so they are bound to be more creative than the low creative subjects who are uncontrolled and lack of exacting will power (Q^{3-}).

The personality factor Q^4 is significantly related to creativity. The high creative group has higher mean scores (8.12) than the mean scores (10.22) of the low creative group and the difference between the two mean scores is significant beyond.01 level of confidence. This is because of the fact that the high creative subjects are relaxed and (Q^{4-}) which are conducive to creativity whereas the low creative subjects are tense, excitable and frustrated (Q^{4+}) which are not conducive to creative activity.

Conclusion

From what has been discussed above, it can be concluded that creativity is a function of personality because we find that all the factors of personality in HSPQ are highly significant in relation to creativity with only one exception and that is personality factor H. But in this case also there is a tendency on the part of H+ subjects (Adventurous and responsiveness) towards creative activity, although there is no significant relation between H+ and creativity.

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