

Findout The Relationship of Creativity with Introversion-extroversion Among Adolescent 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 extra version 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.

I. INTRODUCTION

Theory and research in both personality psychology and creativity share an essential commonality: emphasis on the uniqueness of the individual. Both disciplines also share an emphasis on temporal consistency and have a 50-year history, and yet no quantitative review of the literature on the creative personality has been conducted.. In general, creative people are more open to new experiences, less conventional and less conscientious, more self-confident, self-accepting, driven, ambitious, dominant, hostile, and impulsive. Out of these, the largest effect sizes were on openness, conscientiousness, self-acceptance, hostility, and impulsivity. Further, there appears to be temporal stability of these distinguishing personality dimensions of creative people. Dispositions important to creative behavior are parsed into social, cognitive, motivational, and affective dimensions. Creativity, like most complex behaviors requires an intra- as well as interdisciplinary view and thereby mitigates the historically disciplinocentric attitudes of personality and social psychologists.

Nature is the greatest creator. Creativity as we use the term means seeing or expressing new relationship among things or ideas. Every child is creative to some extent. The amount of creativity and its dimensions vary from individual to individual. Creative children are asserts to the society. Development and progress in various fields of national life depends upon on creative human beings. We must try to develop creativity in all children, so that they may excel in their field of interest and can lead the nation a head. They shoulder their responsibilities in an adaptive behavior. It is kind of adventurous thinking calling a person to come out in the open to express and function according to his will.

Nature of creativity can be understood through the traits of creative personality. Many psychologists believe that highly creative people have distinct personality trait.

In this world no two individuals are like, 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 individual's predisposition to behavior and his unique adjustment to environment.

Personality of an individual is all that a person is in his totality. It includes everything about a person, his internal body system and outward appearance his covert as well as overt behavior. 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 factors, our psychological makeup and the various social and cultural factors present in our 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.

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 behavior, attitude, value, habits, etc.

II. STATEMENT OF THE PROBLEM

“Creativity in Relation Introversion- Extraversion Among Secondary School Students”.

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1.1 Objectives

- 1 To study the creativity of secondary school students.
- 2 To find out differential in creativity of secondary school students studying in Government and private schools in relation to Extraversion and introversion.
- 3 To find out the gender differential in creativity of secondary school student in relation to Extraversion and introversion.
- 4 To study the interaction effect of extraversion and introversion on creativity of secondary school students.

1.2 Hypotheses

- 1 There for will be significant difference in creativity with relational to extroversion and introversion.
- 2 There will be significant difference in the creativity of boys and girls.

1.3 Delimitations Of The Study

The present study has been delimited to:

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

III. 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 Design of The Study

The present study was essentially a descriptive survey.

IV. SAMPLE OF STUDY

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

2.2 Tool Used

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

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

2.3 Analysis of Data

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

2.4 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-test.

V. TESTING OF HYPOTHESES

Hypothesis 1: There will be significant difference in creativity with relation to extraversion and introversion.

Table 4.1: Showing the mean differentials between creativity with relation to extraversion and introversion.

Variable	Mean 1 Extraversion	Mean 2 Introversion	S.D.1 Extraversion	S.D.2 Introversion	t- value	Remarks
Creativity	34.33	33.96	7.55	7.58	.254	Not Significant

Figure 4.2: Showing the mean differentials between Creativity with relation to extraversion and introversion.

SHOWING THE MEAN DIFFEERENTIALS BETWEEN CREATIVITY WITH EXTRAVERSION RELATION TO AND INTROVERSION



Result and Interpretation

The above table and figure 4.1 shows the mean differentials between the extraversion and introversion, on creativity.

The mean score of extraversion came out to be 34.33 and mean score of introversion came out to be 33.96 and S.D. of the extraversion and introversion on creativity is 7.55 and 7.58 respectively.

The calculated t-value is -.254 which is not significant at any level. This shows that there is no significant difference between extraversion and introversion on creativity. Thus, our hypotheses 1 i.e. "There will be significant differences in creativity with relation to extraversion and introversion" is rejected. So there is no difference between extraversion and introversion on creativity.

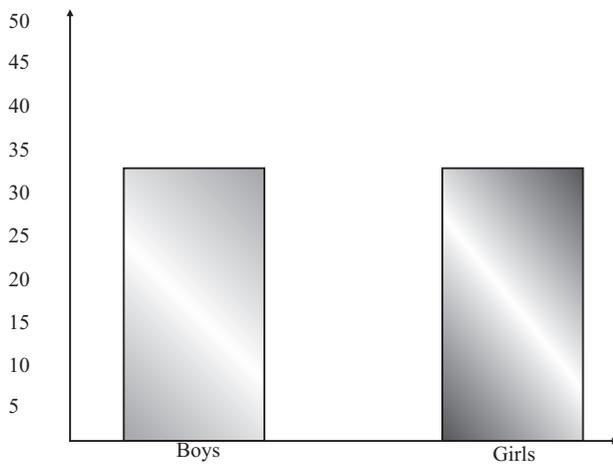
Hypothesis 2: There will be a significant difference in the creativity of boys and girls.

TABLE4.2: showing the mean differential between the creativity of boys and girls

Variable	Mean 1 Boys	Mean 2 Girls	S.D.1 Boys	S.D.2 Girls	t- value	Remarks
Creativity	34.90	35.05	7.03	7.77	.81	Not Significant

Figure 4.1: Showing the mean differentials between Creativity of boys and girls

SHOWING THE MEAN DIFFERENTIALS BETWEEN CREATIVITY OF BOYS AND GIRLS



Result and Interpretation

The above table and figure 4.2 shows the mean differentials between the boys and girls on creativity.

The mean score of boys came out to be 34.90 and mean score of girls came out to be 34.05 and S.D. of the boys and girls on creativity is 7.03 and 7.77 respectively.

The calculated t-value is .81, which is not significant at any level. This shows that there is no significant difference between boys and girls on creativity. Thus, our hypotheses 2 i.e. "There will be significant difference between the creativity of boys and girls" is rejected. So there is no difference between boys and girls on creativity.

VI. 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 extent 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 attempts 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 totality. It includes everything about a person, his internal body system and outward appearance his covert as well as overt behavior. 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 makeup and the various social and cultural factors present in our 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 interposition of delayed responses between the individual and the objective world, the person so oriented is said to be introvert.

Table 4.1 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 4.2 shows that the differential between the mean 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 ambivalent. 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 extroverts and introverts studying in government and private schools on the creativity.

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

VII. REFERENCES

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